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ABSTRACT

This final report discusses the administration, staffing, planning, implementation and evaluation of the SPEAC (Student Parent Educator Administrator Children) for Nutrition Program. The principle objective of the program is to provide nutrition education and increased understanding of the role of the Child Care Food Program through increased opportunities for preschool children to participate in nutrition related learning activities. The program was designed to (1) improve the preschooler's dietary habits, (2) increase parent's, teacher's and others awareness of nutritional needs, (3) increase participation in child nutrition programs, and (4) integrate nutrition education into existing preschool curricula. Field test sites in which the program was implemented include two family day care homes, 16 child care centers and eight public school early childhood home economics and/or parent education programs in Minneapolis, Minnesota. Program implementation involved the integration of a nutrition curriculum into existing programs, workshops for parents, cooks, and field test site participants, inservice training to describe the program and provide feedback to field test participants, and the dissemination of program results to community agencies and professionals. Project materials, including a literature review, an annotated bibliography, a curriculum and a slide/tape presentation, as well as evaluation instruments were developed. Evaluation results indicate the program was effective in increasing participation in and understanding of nutrition education activities. Related materials such as curriculum writing and site selection procedures are appended. (Author/RH)

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SPEAC For Nutrition

Grant Agreement No. 59-3198-8-28
USDA - Food and Nutrition Services
Nutrition Education Demonstration Project
March 1, 1979 - July 31, 1980

FINAL REPORT
July 31, 1980

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PS 011797

Minneapolis Public Schools
An Equal Opportunity School District

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CREDITS AND ACKNOWLEDGEMENTS

A project of this scope requires the time, energy and expertise of many people. To all of these people who worked so cooperatively toward the goals of SPEAC For Nutrition we express our appreciation.

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Janice Rowles, Family Day Care
Norma Saba, Family Day Care

Joyce Child Care Center
Northeast Child Development Center
Building Block Nursery: Kenwood
E. Lowry Hill
Como Community Child Care Center
First Covenant Day Care Center
Grand Ave. Day Care Center
Metro Child Development Inc.: Zion Children's House
Lollipop
Lama Nivasa
Northside Settlement Day Care Center
University of Minnesota Child Care Center
YWCA Day Care of Minneapolis
Bryant-Glenwood Montessori
Community Child Care Center
Northstar Day Care Center
Messiah Willard Day Care Center
Northside Child Development Center
Little People Day Care Center

Minneapolis Public Schools Field Test Sites

MICE Program
North High School

VIP Program
Jefferson Elementary School

MICE Program
South High School

Minneapolis AVTI
Adult Education

Powderhorn Parent Program
Wilder Elementary School

Parent Puzzle
Marshall U. High School

Occupational Child Development
South High School

Occupational Child Development
Edison High School

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ABSTRACT

SPEAC For Nutrition
A Cooperative Adventure in Nutrition
Education for Preschool Children

The SPEAC For Nutrition program is a cooperative preschool nutrition education model for students, parents, educators and children in the study of nutrition. Funded by the United States Department of Agriculture, Food and Nutrition Services, SPEAC For Nutrition's implementation period was from March 1, 1979 thru July 31, 1980.

The principal objective of the SPEAC For Nutrition program is to provide nutrition education and increased understanding of the role of the Child Care Food Program through increased opportunities for preschool children to participate in active nutrition related learning activities.

The intended outcomes of the SPEAC For Nutrition Program are 1) to improve dietary habits of preschoolers 2) increase nutrition awareness and understanding of parents, teachers, students and food service personnel 3) increase participation in the U.S.D.A. child nutrition programs 4) integrate nutrition education into all phases of existing preschool curriculum with the promotion of total staff involvement.

The SPEAC For Nutrition program involved representative sites in Minneapolis, Minnesota. These sites included two family day care homes, sixteen child care centers and eight Minneapolis public school early childhood home economics and/or parent education programs. Child Care directors, teaching staff, food service staff, secondary educators, parent educators and nutrition educators directed the implementation of the SPEAC For Nutrition Program in the field test sites.

The SPEAC For Nutrition utilized various teaching strategies designed for the curriculum implementation, staff inservices, workshops and feedback sessions. A sample of the strategies are:

1. Nutrition curriculum integrating nutrition education activities into existing preschool child care programs and secondary child care programs.
2. Workshops for parents, cooks, field test site participants, and regional inservice on SPEAC For Nutrition.
3. Inservice feedback sessions involving the site field test participants.
4. Sharing of program results with community agencies and professionals.

The material developed thru the project included:

- Literature Review
- Annotated Bibliography
- 5 Component Curriculum inclusive of workshops
- Slide/Tape Presentation

Evaluation instruments were developed and research conducted to determine the accomplishments of the SPEAC For Nutrition program. Results indicate that cooperative participation in nutrition education activities by the child care personnel increased, understanding and support of the U.S.D.A. child care food program increased, and the attitudes, behavior and knowledge of the program participants increased during their experiences with the SPEAC For Nutrition program.

Intended audience of the Speac For Nutrition program:

- Early Childhood Educators
- Nutrition Educators
- Child Care Program Administrators
- Vocational Child Care and Food Service Educators
- Health Educators
- Parent/Family Educators
- Parents of Preschool Children

I. Introduction

FORWARD

SPEAC For Nutrition is a nutrition education model program which will integrate nutrition education and the Child Care Food Program into existing educational curriculum and activities of child care programs.

Five curriculum units are developed as a major component of the USDA SPEAC For Nutrition Demonstration Project. The development of these units is a cooperative effort between Minneapolis Public Schools, Minnesota State Department of Education, University of Minnesota and Minneapolis Day Care Centers and Family Day Care Homes. The materials developed in each curriculum unit comply with Minneapolis Public Schools Policy 6411 (Criteria for selection of Learning Materials). SPEAC For Nutrition curriculum is prepared in accordance with the program goals and pupil objectives designated by Minneapolis Public Schools, Home Economics and Health Education. The materials developed in the units support the Minneapolis Public Schools Nutrition Policy.

Curriculum Unit Support Materials Developed as Components of SPEAC For Nutrition are: Annotated Bibliography
Review of Literature
Evaluation Instruments

LEARNING/INSTRUCTION
Health/Nutrition Education Policy

The Minneapolis Public Schools recognizes that the first responsibility for the total health education of the child belongs to the parents. Yet our total society must be ready to accept its share of the responsibility.

Health education shall be consistent with the goals of education and shall include educational experiences to promote good mental and physical health for all students at all age levels served by the school system. It should be designed to strenghten the individual's self-awareness. It should provide students with sufficient information to enable them to make decisions as they participate in family and societal living, in keeping with the values of the community.

All school personnel must be concerned with the health and safety of students and their fellow staff members. This does include the knowledge and application of appropriate emergency care and first aid procedures.

Nutrition education shall be consistent with and reinforce the goals of health and education. Nutrition education shall provide interdisciplinary educational experiences in cooperation with Food Services for all students served by the school system.

Minneapolis Board of Education
Minneapolis, Minnesota
Policy Adopted: 9-25-73
Revised: 9-30-75
12-16-75

PURPOSE OF THE GRANT

The principle objective of the SPEAC For Nutrition project is to:

Develop a model which will provide nutrition education and an increased understanding of the role of the Child Care Food Program through the cooperation of Minneapolis Public Schools, and existing child care programs.

This involves health and home economics vocational educators, child care students, administrators, food service personnel, child care staff, providers, preschool children and parents of preschool children. Emphasis is placed on: 1) increased understanding and coordination among all involved for the effective utilization of the Child Care Food Program in the education process 2) increased opportunities for preschool children to participate in active learning experiences related to nutrition and the Child Care Food Program.

Subordinate objectives of the SPEAC For Nutrition program:

Improved dietary habits of preschoolers through a select educational process involving parents, teachers, day care staff, providers, secondary students and children.

Increased awareness of parents, teachers, students and food service personnel of their nutritional needs and those of preschool children.

Integration of nutrition education into the preschool curriculum.

Increased understanding and support for the Child Care Food Program.

Improved cooperation among and between the public schools and the community in providing nutrition education for preschool children.

Increased decision making and communication skills between adults, including secondary students, and preschool children.

Increased ability of adults to plan food intake to meet the needs of preschool children and other family members, incorporating the Child Care Food Program where appropriate.

Increased participation in USDA Child Nutrition Programs.

Dissemination of the SPEAC For Nutrition program concept to other child care facilities and schools in Minnesota, following evaluation of the program model.

SPEAC For Nutrition is a unique model program appropriate for preschool use. This program enhances the education potential of the Child Care Food Program. The field testing of the SPEAC For Nutrition curriculum focused on incorporating the nutrition education activities into all phases of the existing child care program. Parent, staff and food service personnel workshops focus on total understanding and involvement in the nutrition learning experiences of the preschool child.

The activities of the SPEAC For Nutrition program included;

I. A search, collection and evaluation of relevant nutrition and early childhood material.
II. Development of literature review and annotated bibliography.
III. Design, develop, field test and evaluate child care food service personnel training curriculum.
IV. Design, develop, field test and evaluate model curriculum package for:
   a) Health, home economics and early childhood educators
   b) Secondary/post secondary students in child development nutrition education
   c) Food service personnel.
V. Design, develop, field test and evaluate informational materials for parents.
VI. Sharing of program results with interested groups and individuals, following evaluation, through local and regional workshops.

The materials that resulted from the SPEAC For Nutrition project are exciting and innovative approaches to integrating nutrition into child care programs.

In summary, the proposed principle objectives, purpose and activities have been accomplished in the funding period. The SPEAC For Nutrition program may be viewed as a model or leader in the field of preschool nutrition education. Its creative integration techniques suggest total involvement by all adults associated with the preschool child.

II. Administration and Staffing

SELECTION BACKGROUND AND RESPONSIBILITIES

State Child Nutrition Section

The SPEAC For Nutrition Program was proposed by the Child Nutrition Section, State Department of Education and accepted by the United States Department of Agriculture, Food and Nutrition Services. Thus the child nutrition section directed by Mr. Charles Matthew was the State contract agent acting as the coordinating link between the federal project officer at the Food and Nutrition Services and the project coordinator. Responsibilities included:

1) Clearance of SPEAC materials developed for field test implementation and final curriculum.
2) Consultation during program material development, implementation, evaluation and reporting preceedures.
3) Coordination of financial affairs with the Minneapolis Public Schools Project Officer.
4) Provider of current Child Care Food Program regulations and assistance in workshops.
5) Forwarder of and recipient of all correspondence, quarterly reports and final products of SPEAC For Nutrition. A cover letter denotating the State Acceptance of these items accompanied the materials to USDA-FNS in Washington, D.C.

Project Staff

The SPEAC For Nutrition program was designed cooperatively with the Minneapolis Public Schools because of their history of programs involving early childhood development and nutrition education. The liaison that Minneapolis Public Schools has with child care institutions participating in the Child Care Food Programs and existing Child Development and Parent Education programs, provides a unique opportunity for integration of the SPEAC materials.

The division of Health Services was selected as the working site of the program. James Kenney, Assistant Director for Health Services in Minneapolis Public Schools, provided administration assistance for the program development. Support services were provided by the existing Health Services clerical staff to include the following:

word process typists
printing services
accounting/bookkeeping
temporary and back up secretarial services
office supplies - general

A 7/10 time project secretary joined our staff six months into our project time line. This position was filled thru Civil Service by a qualified Clerk Typist I. Her responsibilities include: 1) typing 2) clerical tasks

3) communication between the project coordinator and field test participants, consultants and support staff 4) major assistance in the development to the SPEAC For Nutrition Curriculum and workshops.

Project Coordinator

The Project Coordinator has considerable knowledge in nutrition and early childhood development achieved through academic training and work experience and holds the proper certification. The Project Coordinator possesses:

1. A degree from an accredited college with concentration in the respective subject matter field.
2. Teaching experience in the following areas: Early Childhood development, Nutrition, Adult Education, Parent Education.
3. An awareness of the trends and techniques in the subject field, with demonstrated ability to plan, direct, evaluate and administer.

The summary responsibilities of this position are:

a) Design of classroom lessons, inservice workshops/training sessions.
b) Leadership and active participation in inservice training program.
c) Development and/or compulation and evaluation of materials for model curriculum units, reference and instructional aids.
d) Development and/or compulation and evaluation of evaluation instruments.
e) Communication of the program and accurate nutrition/early childhood development information to staff and community.

The direct contributions of the project coordinator were multiple and varied. The responsibility of initiating, coordinating, participating and follow thru of all activities and materials associated with the program was one of the project coordinators. All reporting proceedures and client project decisions were a major responsibility of the project coordinator. Additional responsibilities include: 1) Direction of workshops 2) Approval of consultant and staff contribution 3) Coordinating of Food Service workshops thru Minneapolis AVTI and 4) Communication to the Child Nutrition Section, State of Minnesota.

Consultants

The following consultants were contracted by the project coordinator with the recommendation of the project staff, advisory board, and child nutrition section staff. Upon approval by the project coordinator a contract was established outlining job descriptions, services to provide and finances. A sample process inclusive of a follow-up initial contact letter, general contract requisition and request for payment form is provided in Appendix A.

Editor: Karen West
Major Contributions: Critically review content and format. Edit and offer recommendation for improvement of final materials.

Artist: Chris Wold
Major Contributions: Design and place art work on the SPEAC For Nutrition Curriculum.

Secondary Evaluator: Helen Henrie
Major Contributions: Observer and recorder of secondary site field testing.

Project Evaluator: Robert W. Clyde, Ph.D.
Major Contributions: Evaluation tool development, implementation and summary. Tally of the final evaluation report.

Curriculum Writers:

B.J. Cutting	M.J. Pratt
P. Copa	V. Hutchins
M.A. Hunter	R. Gray-Olyphant
J. Parsons	M. Sheedy-Kurcinka
L. Peterson	

Major contributions: The writers were selected by their subject matter expertise and field experience. A 2 day curriculum writing inservice was provided for the writers. One month of unit writer meetings followed with the first draft of all units completed in August of 1979. (Appendix A: Curriculum writers)

Advisory Board

In order to ensure active participation and support, a project advisory board was established. Membership included representatives of all involved projected audiences of the SPEAC materials. They were selected by the project coordinator from existing cooperating agencies and program participants. The advisory board held six quarterly meetings. (Appendix B: SPEAC Advisory Board)

Major Responsibilities:

a. To aid the project coordinator in identifying concepts and objectives of the curriculum and project material.
b. To review the curriculum framework and advise the project coordinator on program implementation and evaluation.

III. Approach of the SPEAC For Nutrition Program

OBJECTIVES

The objectives of the SPEAC For Nutrition project are:

1. Increased awareness of parents, teachers, students and food service personnel of the nutritional needs and those of pre-school children.
   a. Identify nutritional needs.
   b. Identify foods that will supply nutrients to meet nutritional needs.
   c. Become aware of a variety of foods.
   d. Accept the practice of eating a variety of foods.
   e. Relate that certain foods are important for growth and health.
   f. Recognize that nutritional needs can be met by a variety of dietary patterns.

2. Increased integration of nutrition education into the overall pre-school curriculum.
   a. Identify how nutrition education can be integrated with social studies, art, music, etc.
   b. Develop materials and teaching techniques needed for integration.
   c. Implement nutrition education into the overall program.

3. Increased decision making and communication skills between adults, including secondary students, and pre-school children.
   a. Identify developmental needs of pre-school children.
   b. Identify appropriate interactive skills necessary for effective decision making and communication.

4. Increased ability of adults to plan food intake to meet the needs of pre-school children and other family members, incorporating the Child Care Food Program where appropriate.
   a. Evaluate food intake in regard to portion sizes and adequacy for age, sex and physical needs.
   b. Plan food intake patterns for pre-school children.
   c. Identify the function of the Child Care Food Program in the child care facilities.

5. Increased participation in USDA Child Nutrition Programs, especially the Child Care Food Program.

6. Increased understanding and support for the Child Care Food Program.
   a. Recognize the role of the government in subsidizing feeding programs and in establishing national nutrition policies.
   b. Develop an understanding of a quantity food service.

7. Increased cooperation among and between the public schools and the community in providing nutrition education for pre-school children.

8. Dissemination of the SPEAC For Nutrition program concept to other child care facilities and schools in Minnesota, following evaluation of the program model.

ACTIVITY AND TIME SCHEDULE OF SPEAC

The SPEAC For Nutrition project proceeded in stages with one building on the next and many stages occuring concurrently. At the end of the fifth quarter, the budget balance and activity schedule allowed for approved grant extension and of 30 days for project completion.

SPEAC FOR NUTRITION

QUARTERLY TIME LINE FOR PROGRAM DEVELOPMENT REVISED

Date/Task	Personnel	Action
March 1979		
1. Employ project coordinator	Project Coordinator	Completed as planned
2. Select advisory board and conduct one meeting	Project coordinator and 15 member advisory board	
3. Plan and develop an evaluation instrument	Consultant/Project coordinator	Evaluation plan accepted and and implemented
4. Collect and evaluate resource materials	Project coordinator, teachers, child care staff, advisory board members.	Resource materials are still arriving and being evaluated for usefulness in the SPEAC curriculum.
April-June 1979		
1. Prepare a review of relevant literature	Project Coordinator	Review of literature and annotated bibliography. Completed as planned.
2. Establish curriculum objectives.	Project coordinator, advisory board members and teachers.	June inservice of writers. Curriculum objectives established and first draft field test models pf the 5 units completed.
3. Design and develop child care food service training course.	Project coordinator, AVTI Adult program director, Artist.	
4. Design and develop preschool curriculum unit.	Project coordinator, teachers, child care staff, advisory board and artist	Select professionals and program participants are reviewing the field test units for nutrition accuracy, implementation and and format clarity.
5. Design and develop teacher, student and parent curriculum		

Date/Task (Refer to 3rd quarterly report)	Personnel	Action
July-September 1979		
1. Plan and develop in-service training for teachers, students, parents and food service personnel.	Project coordinator, teachers, child care staff, food service personnel, advisory board members	General SPEAC participant meeting, Sept. 6. Evaluation and follow-up. Food service course, 10 hours, Oct. 24-November 21. Planned through Adult Education-Minneapolis, AVTI.
2. Conduct pilot in-service teachers	Project coordinator, teachers, GMDCA, child care staff	Sept. 25: Inservice of day care Sept. 26 staff and high school Oct. 4 teachers, testing SPEAC units Oct. 5 Revision of program participants "treatment" and "comparison" sites
3. Evaluate pilot in-service training	Project coordinator	Evaluation by inservice participants. This will be incorporated into the evaluation report. Revise teacher curriculum to fit needs. Requests for information presentations and articles are being honored by project coordinator.
October-December 1979	**Projected Tasks**	
1. Field test total curriculum package for preschool children, parents and students.	Project coordinator, preschool children, parents, students and teachers.	Preschool and high school student unit field test I; Oct.-Dec. 31.
2. Evaluate field test of curriculum package.	Project coordinator	on-site visits by project coordinator. Evaluation by evaluation tools and by curriculum users input.
3. Revise curriculum package	Project coordinator	Revision and packaging will be made after field test period I. Consideration will be made with primary audience and curriculum focus.

Date/Task	Personnel	Action
January-March 1980		
1. Expand field testing of curriculum to all designated student and child care programs	Project coordinator, teachers, child care staff, students, preschool children	Continue high school student unit; field test additional preschool lessons from curriculum.
2. Conduct in-service training to teachers, child care staff, food service personnel and parents.	Project coordinator, food service instructors, AVTI program coordinator and parents.	Training in use of curriculum for field test participants; 5 workshops for food service personnel
3. Continue to evaluate program implementation	Project coordinator and advisory board members	Continue to evaluate instruments and on-site visits to report in the final evaluation report. Prepare curriculum in final form.
April-June 1980		
1. Evaluate program effectiveness by replicating pre-test questionaire	Project coordinator/consultant	Evaluation tools being developed, 10/79
2. Prepare evaluation report	Consultant/project coordinator	Written in cooperation with project evaluator
3. Prepare final curriculum package	Project coordinator	Curriculum audience and project focus will be considered
4. Conduct local pilot workshop and four regional workshops	Project coordinator and child nutrition section staff member	Regional Net coordinators may assist in workshop planning.
5. Prepare final project report	Project coordinator	

Proposed Action Beyond Deadline Date

1. Publish articles in newsletters and professional journals
2. Continue dissemination of curriculum through local workshops and presentations at professional conferences (SNE, NAEYC)

SPEAC For Nutrition
Grant #59-3198-8-28

July

Request for 30 Day Project Extension

Request: The SPEAC For Nutrition project staff requests a 30 day project extension of Grant #59-3198-8-28. The original project closure date is June 30, 1980. Request of the 30 day extension places the project closure date at July 31, 1980.

Rationale: The comprehensiveness of the 5 components of the SPEAC For Nutrition Curriculum has involved the development and field testing of the Curriculum; pilot inservices and workshops; final reporting and curriculum revisions and an evaluation plan. We request a 30 day project extension to complete and elaborate upon the following tasks that are originally stated in the Grant time line and action description.

1. Final evaluation of program implementation and Final evaluation report.
   With the addition of the Secondary SPEAC evaluation plan and its incorporation into the final report, we project that secondary evaluation plan completion and Preschool Post testing will be most effectively completed in late May or early June 1980. The additional 30 days will allow for this action.
2. As a natural outgrowth of the comprehensive SPEAC materials the project staff anticipates requests for material dissemination and informative presentations on materials developed. The additional 30 days will allow for filling requests for materials and distributing complimentary curriculum packets to field test participants. A dissemination plan will be established for the purpose of curriculum distribution.
3. Eight outstate workshops in cooperation with the Minnesota Regional Nutrition Education Training Coordinators are scheduled during March-June. The additional 30 days will allow for follow-up action on these workshops and fulfillment of requests for materials and information.
4. The final project report will benefit by incorporating the evaluation and workshop results thus delaying the onset of its development. The additional 30 days will allow for inclusion of all project action into the final project report.
5. Exposure of curriculum materials and project model thru articles published in local newsletters, professional journals and national conferences. We have requested to present SPEAC For Nutrition at the Society of Nutrition Education Conference in July, 1980 and National Association for the Education of Young Children in Nov. 1980. The additional 30 days will allow for writing and planning this action.

Expenditures: The 30 day extension requires no additional funding. Budget reallocations within the original stated budget will follow to allow for adjustments needed in printing, dissemination, and workshops.

Professional Personnel Extension: The project coordinator and clerical staff will remain on staff the additional 30 days. Salary expenditures will be covered in the original salary allotments.

PRE-ASSESSMENT OF NEED FOR PRESCHOOL NUTRITION EDUCATION

Importance of nutrition education for the preschool child

Good nutrition is of primary importance for every child. Our American society has become increasingly aware of major issues in the field of nutrition. Experts in the field of nutrition believe that post natal growth and development is vitally affected by the nutrition of the child. The growing awareness of the fact that nutrition promotes general well-being and optimum child development, together with the recognition that many children fail to receive adequate nutrition, has encouraged the introduction of nutrition programs in day care services. Julius B. Richmond, M.D., informs us that recent studies indicate that poor nutrition during early childhood has an effect not only on physical growth but on the mental functioning of the child. The emphasis, therefore, is to improve all aspects of child growth and development. The development of proper food habits should begin at birth. However, nutrition education can improve the eating habits of children. It is vital that every child have the opportunity not only to be fed nutritious foods but also to learn about these foods and how to select a diet adequate for themself. The future of the nation depends upon a population of healthy, well-developed children. Thus, nutrition education for the preschool child is of great importance if we are to meet these standards of our nation.

Nutrition education is cited by some nutritionists as the means by which good nutrition knowledge and attitudes are transferred into positive nutrition practices through the education process. One of the largest, impressionable population of individuals for which nutrition education may be effective is our preschool child in the day care center. If the predictions of the growing demands for day care proves accurate, and if these demands are to be fulfilled, we must prepare now to meet the challenge of providing the ultimate in nutrition education in day care centers.

Nutrition Education currently for the preschool child

Presently there are few educational curriculums or educational models appropriate for preschool use which integrate nutrition education into the component activities. Since day care centers both supplement and extend a family's childrearing responsibilities, the center's nutrition and feeding program should logically be coordinated with meal planning. A recent study by Adebonojo and Strahs (1974) showed that day care nutritional programs be examined carefully so that they might become more responsive to specific nutritional problems in the children. Similarly, a position paper by the American Dietetic Association (ADA Reports, 1974) proposed that day care programs incorporate assessments of the nutritional needs of individual children.

SPEAC For Nutrition proposed to strengthen all existing child care and parenting programs in Minneapolis Public Schools and the selected Child Care Food Program sites. The educational potential of the Child Care Food Program needs to be utilized in the preschool curriculum in Minnesota. If the participants of this program are concerned with the child's total development, nutrition education is a vital component.

Children's food preferences and the basis for food habits are formed at the preschool age. The influence of the home and preschool setting can determine the child's attitudes toward food. Ordinarily, the preschool child is not taught many of the nutrition concepts or the effect of poor nutrition. These concepts are generally covered during the elementary and high school years. However, the preschool child will be influenced by parents, media, and peers so a good nutrition program at the preschool level is essential. Head Start includes the following concepts to be taught at the preschool age:

Food is good
There are many different kinds of food
Eating good food is fun
Food is necessary for good health

The child learns about food and nutrition through many varied learning experiences. Thus the day care center with its curriculum and food service become laboratories for these activities. Our children need to be working with something real. Nutrition becomes real when children find, produce, prepare, taste, serve, experiment and share food. Children eat daily; as a result, this concrete experience with food has a significance that makes the study of food and nutrition easier for them than most of the more abstract studies which they are confronted with. Integration of these concrete experiences to the abstract subject matter is a desired outcome of this preschool nutrition education curriculum.

Because much of diet is habit, parents function as nutrition educators whether they are aware of this or not. As the most influential people in their child's life, they set examples for them in food choices and attitudes, as well as in selection of foods during family meals. What a child learns at home about food will certainly affect its meaning for all his life regardless of how much knowledge of nutrition he learns from books in the classroom.

Current practices in many day care centers and homes is to limit the teaching of nutrition to the serving of meals and snacks. Proper nutrition being of such importance to the future development of the child, should take on a more prominent role. It must be geared toward him in such a way as to insure a positive experience. The Child Care Food Program promotes the integration of day care and nutrition. As day care facilities expand, establishment of flexible guidelines for nutrition of the children involved will become a concern. Current literature reviewed revealed no research studies concerned with teaching nutrition to the preschool child. However, the authors of numerous articles considered nutrition education important for young children. The following recommendations for nutrition education of the prescnool child are adapted from Teaching Nutrition in Elementary Schools, US Department of Education:

Nutrition education in day care centers is to be provided for teachers, aides and food service personnel.

The program of nutrition education in the day care should reach the parents.

The curriculum of nutrition education should have as its goal the adequate nutrition of all preschool children.

Information about foods should be taught through many concrete activities in which children engage.

The nutrition program should be an integral part of the child's curriculum.

The program should be planned cooperatively with parents, teachers and community cooperating agencies.

Thus nutrition education for the preschool child is an area that needs assistance in curriculum development, teaching approaches and programs to promote its validity.

Current nutrition education competencies

Parents, educators and administrators are challenged to continuously increase their efforts to update and strengthen their instruction related to nutrition education. Teachers of preschool children need to effectively integrate and apply nutrition information in this curriculum thereby helping the preschool child develop acceptable nutritional practices and positive attitudes toward food. Once these adults are aware of the nutrition concepts and basic understanding that can be appropriately developed with young children, they are in a better position to select and guide the activities dealing in nutrition education. Realizing that their own nutrition knowledge and attitudes may affect the preschool child, they concentrate on a better understanding of nutrition for themself first and then apply it to the preschool child.

Literature reveals that there is an increasing emphasis being made to better prepare teachers and parents of the preschool child for their role in promoting nutrition education. A number of nutrition education learning experiences employing a variety of methods are now being used to increase nutrition education competency in students, parents, educators and administrators. A selection of these learning experiences are applicable to the preschool child, parent and educator workshops. Publications from supportive agencies and projects originated through school districts are possible sources of where these competencies may be expanded.

A survey of Washington day care home operators has been undertaken to determine their knowledge of child nutrition and their concerns relating to the provisions of food. The findings of this survey suggest the need for inclusion of nutrition education in the training programs of operators of family day care homes.

Since these day care providers are parents, educators, administrators in their own domain, these findings would apply to all adults caring for the preschool child. It is hoped that strengthening nutrition competencies in parents, educators and administrators is a first step toward effective nutrition education for the preschool child.

IV. Implementation of the SPEAC For Nutrition Program

MATERIALS DEVELOPED BY THE PROJECT

The following materials were developed to achieve the objectives of the SPEAC For Nutrition Program:

1. Annotated Bibliography
2. Review of Literature
3. SPEAC For Nutrition Curriculum Components
   a. Preschool
   b. Post Secondary/Secondary Student
   c. Parent
   d. Food Service Training
   e. Teacher Workshops: Preschool and Secondary

1. Annotated Bibliography

The annotated bibliography was compiled as a component of the SPEAC For Nutrition Demonstration Project. Literature searches through Eric, AGRICOLA, CDI, and Mdler were conducted. Entries from these searches and additional resources reviewed by the project coordinator form the basis for the annotated bibliography. Its development is a cooperative effort between Minneapolis Public Schools, Minnesota State Department of Education, and the University of Minnesota. Its intended use beyond the SPEAC For Nutrition Project is for parents and educators of young children in the area of nutrition.

CONTENTS

1. Early Childhood Development
2. Day Care and Preschool Curricula
3. Nutrition Information
4. Food Related Activities
5. Child Care Food Service Operation and Management
6. Teaching Techniques and Strategies
7. Childrens' Books Relating to Food and Nutrition

Because these topics overlap, look under related headings. The references included in this selective annotated bibliography are intended for use by students, parents, educators, administrators, and food service personnel in developing and/or operating preschool nutrition education curriculum. The references listed are not intended to include all available materials in these subject areas. Selection of references were based on the need to support the development and implementation of the SPEAC For Nutrition Curriculum.

All entries are annotated to help the user decide which resources will best meet his need. Publication information is given as completely as possible so that materials may be ordered.

2. Review of Literature

The purpose of this review of literature is to develop a foundation for the curriculum development based on nutrition education of the preschool child. The review will focus on literature and resources useful to parents, students, educators and food service personnel directly involved with the preschool child. It contains sections on: 1) Importance of nutrition education for the preschool child; 2) Nutrition education currently for the preschool child; 3) Current nutrition education competencies of parents, students, educators and food service personnel; 4) Resource review for preschool nutrition education.

This review of literature is one component of the SPEAC For Nutrition Demonstration Project. It serves as a base for the preschool nutrition education curriculum, inservice and material development. Implications for further curriculum development and research in preschool nutrition education may be evident through the information compiled.

A major portion of the review of literature is included in the final project report under Pre-assessment of need for preschool nutrition education.

3. SPEAC For Nutrition Curriculum Components

Five curriculum components were developed. They are:

a. Preschool Unit

b. Post Secondary/Secondary Unit

c. Parent Workshop

d. Food Service for Child Care Cooks Workshop Series

e. Teacher Workshops and Resources

The curriculum is supportive of the new USDA/HEW dietary guidelines for healthy eating and the five food groups. Emphasis is placed on the need for incorporating nutrition education into all phases of the young child's experiences with food, thus promoting sound nutrition practices and understanding that will establish lifelong health consumption and decision making patterns.

a. Preschool Unit

Preschool children ages 18 months - 5 years were involved in the SPEAC For Nutrition activities. THE SPEAC PRESCHOOL UNIT after extensive pre and post evaluation, is most appropriate for the 2 1/2 - 5 year old child. The unit is divided into three units:

1. A variety of food is needed for growth and healthy development.
2. A variety of wholesome food consumed in adequate amounts will assist in maintaining ideal weight and prevent over consumption of fat, sugar and sodium.
3. Food use is related to the cultural, social, psychological

and physiological aspects of life.
Learning experiences include food and non-food activities relating the 5 food groups, cultural awareness and alternatives, meal planning and self awareness. Reinforcement activities, parent/guardian information and additional resources are a strong component of these lessons. Thus our goal is to introduce preschoolers to a wide variety of wholesome foods and encourage positive attitudes toward food and eating habits.

b. Post Secondary/Secondary Student
THE STUDENT UNIT is designed to compliment nutrition education and early childhood study programs on a secondary and post secondary level. The methods by which teens are to accomplish the unit goals are many and varied. They will require use of a computer program to analyze their own and a childs food intake for nutritional adequacy. They will observe, interview, debate and synthesize solutions to problems. A lab school or child care site is required for many of the lessons. In this process the teens will interact with preschoolers, parents, professionals in the child care field and professionals in the nutrition field. Flexible teaching strategies are allowed for in the lesson formats. Whereas teens have often found nutrition education "boring" and distasteful" its relevance become clearer when they are teaching preschool children. It is believed by this program that by learning nutrition principles and teaching them to the preschool child, teens will apply these principles to their own lives.

c. Parent
Patterns and habits are primarily taught through modeling the example of the adults in a child's life. Since the home is the most influential learning environment for the young child, parents play an important role in shaping their child's attitude toward food. Therefore, parents must be included in a nutrition education program aimed at the preschool child is to be most effective. SPEAC For Nutrition PARENT UNIT involves the parents in a workshop of SPEAC For Nutrition activities, program explanation, menu planning and basic nutrition information for the young child and suggestions on how to coordinate nutrition experiences and learning between the child care site and home. Each preschool lesson also includes information for parents, specifically designed to be sent home with the child or shared in a workshop during the study of that lesson.

d. Food Service Training

There are many types of food service operations among child care programs. Food preparation ranges from on site preparation, central facilities, and catering services. Regardless of the type and size of the program there are staff members who will require food service training. It is the belief of the SPEAC Program that the food service worker plays an important role in the preparation, presentation and education of the food served daily. Their involvement may be further enhanced by developing learning activities centering on

foods and nutrition. A 10 session/20 hour workshop for CHILD CARE CENTER COOKS is a strong component of the SPEAC Curriculum. It was tested during the 1979-1980 school year thru adult education at Mpls. AVTI. Goal emphasis is placed on:

- -involving the cooks in nutrition education activities with the staff and preschool children
- -an awareness of adequate nutrition for the young child
- -meal planning thru the child care food program requirements
- -operational activities of the child care food service centers

e. Teacher Workshops

THE TEACHER WORKSHOPS are designed to assist the teaching staff in the implementation of the curriculum. SPEAC field test participants were inserviced in an initial 5 hour workshop and periodically during the field test period. Thus 1 of the curriculum components is the teacher workshop and resources for teaching preschool the secondary units. These workshops preface the respective unit. Major goals of each workshop include:

- -increased awareness of how habits and attitudes toward nutrition are formed.
- -acquaintance with the SPEAC curriculum
- -increased planning skills for lesson implementation
- -increased total staff cooperation in providing nutrition education for the preschool child.

4. Slide/Tape Presentation

The Slide/Tape Presentation was developed to enhance the project material, implementation and dissemination. The purpose of this 15 minute production is to provide our audience with information on the SPEAC Curriculum components, staff, students and parent involvement and potential usage of the materials developed thru the SPEAC For Nutrition Program. It will be used in training and workshop session. The expected outcome is to increase awareness of nutrition education for the preschool child thru the implementation of the SPEAC For Nutrition Curriculum Materials.

Selection of Sites

The sites selected for development, implementation and evaluation of the SPEAC For Nutrition Project are day care facilities participating in the Child Care Food Program and Minneapolis Public School programs in Child Development, Nutrition, Parent Programs and adult education. By means of inquiry letters a selection of the sites most adaptable to the curriculum materials and program goals was made. The Minneapolis Child Care Food Program participants computer print out was a resource for determining eligible sites. Within Minneapolis Public Schools, consultation on site selection was a joint decision of the Home Economics Consultant, Nutrition Education Coordinator and SPEAC Project Coordinator. Included in the field test participant sample are: 2 family day care homes; 13 day care centers; 4 comparison preschool sites; and 8 Minneapolis public school programs. Refer to Appendix C for inquiry letters and the selection of sites proceedure.

Selection of Participants

The field test participants were selected from the site letter responses. A letter was sent to the site director who selected staff members to participate in the SPEAC Program. Refer to Appendix D for the participant selection proceedure.

Calendar of Training Sessions for Participants

Field Test Time Line
(Appendix E)

End of September, 1979:	Preschool and High School Teacher Inservice
October, 1979:	Implement High School Student Curriculum Implement Preschool Curriculum (select portion) Implement Food Service Curriculum
December, 1979:	End Initial Field Testing Evaluate Field Testing SPEAC Curriculum Participant Meeting
January - May, 1980:	Expand Field Testing Conduct Inservices (training, evaluation and information) Feb. 26: SPEAC Secondary field test site meeting April 9: SPEAC Preschool participant meeting Revise Curriculum Components Review of final curriculum by an editor consultant Continue Evaluation

SPEAC Staff Services

-Provide curriculum materials for the preschool child, parent, teacher, student, and food service personnel
-Provide teaching materials for example during field testing
-Training inservice for preschool and high school teacher
-Evaluation of curriculum implementation
-On site visits and reporting during field testing
-Assistance in curriculum implementation
-Vocational certification through Minneapolis Area Vo-Tech Institute for Food Service course participants

Expectations of Field Participants

-Open center as a laboratory for the SPEAC Project
-Attend teacher inservices
-Implement curriculums with appropriate audience
-Communicate with SPEAC staff during implementation
-Utilize developed SPEAC materials as planned, i.e., newsletter and parent brochure
-Actively commit your center to participate in this project from September, 1979, through June 30, 1980
-Maintain field test model control. You are a select group for testing and evaluating. To assure a valid curriculum, it is requested that the field test materials not be reproduced and distributed.

Use Made of Nutrition Education Training Methods, Materials and Activities

Preschool Curriculum Component

1. Time Period I. September 27 - December 31, 1979
   Please use only the lessons listed below for the duration of September 27 - December 31st. Our decision on selecting a limited number of lessons was based on your time commitments and on the evlauation proceedure.

Unit 1	Lesson 1.	That's Food
	2.	What is and isn't food
	3.	Food names
	5.	Food treasure box
	6.	Smelling food
	11.	Our growing selves
	16.	Healthy Snacks for Healthy Bodies
Unit 2	Lesson 4.	Milk gives us many foods
	6.	Planning a snack

Unit 3 Lesson 3. Foods Liked

Unit 4 Lesson 1. Names and uses of cooking utensils
4. Cleanliness is a must
11. Cold and food we eat
12. Heat and food we eat

2. Time Period II. January 1 - March 31, 1980
During the duration of January 1 - March 31 the following Preschool SPEAC lessons should be implemented in your day care center. Please continue to comment, evaluate and suggest revisions on all lessons used.

Unit 1 Lesson 8. Seeing Food
9. Sensing Food Through Sound
10. Color of Food
13. Food for Healthy Teeth
17. The Miracle of Me

Unit 2 Lesson 1. Vegetable - Part of a Balanced Diet
2. Fruit - Part of a Balanced Diet
3. Breads and Cereals - Part of a Balanced Diet
5. We Eat Protein for Healthy Bodies
7. Planning a Lunch

Unit 3 Lesson 2. Get the Message
3. Celebrating with Food

Unit 4 Lesson 5. I Can Read A Recipe
9. Changing the Shape of Things
13. Where does it come from

3. On site visits by the Project Coordinator. The following format was used at each visit and referred to as implementation concerns arouse.

SPEAC FOR NUTRITION

ON SITE VISITS

CENTER _____
ADDRESS _____
PHONE _____

DATE _____
TIME _____
PERSON VISITED _____

TIME SPENT _____

1. Issues and conserns discussed.

2. Action to be taken by staff.

3. Action to be taken by SPEAC staff.

4. Suggested changes in SPEAC curriculum and implementation.

5. General observaion of children's involvement, staff assistance, and managerial responsibilities.

SPECIFIC QUESTIONS

6. What parent responses/feedback are you hearing?

7. Would your parents like to meet 1 - 1 1/2 hours and learn more about the program? What day, time, month is best? How do you plan to advertise?

8. How enthused is the staff? Do they feel knowledgeable and comfortable with the lesson materials and approach?

9. Are the evaluation tools clearly explained and workable with your children?

10. Are the cooks getting involved? If so, in what way? If not, what can we do?

Secondary/Post Secondary Unit

Two secondary high schools participated in the implementation of the Secondary Student Unit for 10 classroom sessions in April, 1980. The SPEAC high school student curriculum was incorporated into existing occupational child development courses. An extensive secondary participant evaluation report is a component of the SPEAC final report under seperate cover.

Food Service Workshops

The food service workshops were scheduled to be taught thru the Minneapolis Area Vocational Technical Institute in two segments corresponding to the institutes registration periods. Two qualified Adult Vocational Instructors taught the workshops. During the initial field testing workshops registration was controlled to accomodate SPEAC field test site cooks first for registration. The project coordinator assisted in instruction and teaching preparations. Food Service personnel received vocational credit, a stipend and offered credit at a local metro college. A major goal of the workshops was directed toward joint education and cooperation of cooks, day care staff and directors. Refer to Appendix F for workshop inquiry and registration letter.

Parent Workshop

The parent workshops were implemented by request of the field test day care site and cooperating Minneapolis Public School parent programs. An emphasis for SPEAC For Nutrition is to first involve the preschool child in the SPEAC curriculum and then the parents with the program emphasis and activities. The parents were requested to cooperate with an initial evaluation tool that intruduces them to SPEAC. Sample workshop agendas are included in Appendix G.

Integration of Project with the Child Nutrition Program

SPEAC For Nutrition is a project granted thru the Child Nutrition Section in the State Department of Education. The demonstration project proposal originated in the Child Nutrition Section where a recognized need for a preschool nutrition education program was evident.

The Child Nutrition Section, Minnesota State Department of Education and the Minneapolis Public Schools recognize the need for:

1. Increased understanding and coordination among administrators, teachers, food service personnel, parents and secondary students for the effective utilization of the Child Care Food Program in the educational process.

2. Increased opportunities for pre-school children to participate in active learning experiences related to nutrition and the Child Care Food Program.

The materials developed thru the SPEAC For Nutrition Project compliment the Child Care Food Program. The curriculum units are designed as teaching tools of the Child Care Food Program, its operation and benefits. Menu planning, food groupings and food choices are based on the U.S.D.A. Child Care Food Program Regulations.

The official Child Nutrition Section Newsletter, Tummy Yummers has printed numerous articles explaining SPEAC For Nutrition and requesting writer and field test site involvement. SPEAC For Nutrition developed an information brochure and introductory newsletter that links the SPEAC program with the Child Care Food Program. (Appendix H)

NET Program Involvement

The SPEAC For Nutrition Demonstration Project cooperated with the Regional Nutrition Education Coordinators to present the SPEAC materials to their regional audience. The presentations were held between March 17 and June 4, 1980. The following statistics represent the activities of the program.

September 18, 1979	-Initial Presentation to NET Coordinators and proposed plans
December 13, 1979	-Request for final workshop planning dates
March - June, 1979	-11 workshops presented -A SPEAC agenda was used by Presentor (project coordinator). The order and content varied slightly at each workshop site. -Workshop evaluation forms were used at each site. -206 workshop participants. Audiences of the workshop consisted of: Day Care Personnel, Health

Professionals, Day Care food service personnel, Parents of young children, Parent/family life educators, Secondary/Post Secondary educators, Day Care and Public School Administrators and curriculum generalists, Nutrition Specialists.

Services Supplied by SPEAC For Nutrition Program:

1.	Workshop Presentor:	Laurel Hinze, Project Coordinator Carolyn Brown, MN. SDE Child Nutrition Specialist (Rochester, Duluth, Eveleth)
2.	Materials for display:	Resource books, curricula, articles
3.	Workshop Folder of Handouts:	A-15 Printing, compiling
4.	Transportation and Lodging:	Expenses paid by SPEAC budget and project coordinator
5.	Food Demonstration:	Purchasing and expenses (food purchasing by NET Coordinator in Fergus Falls, Thief River Falls and Bemidji. Reimbursement to the NET Coordinator by the SPEAC budget was provided upon arrival at the workshop site.
6.	Follow-up:	Report of evaluation form, thank yous, curriculum distribution to workshop participants.

Services Supplied by Regional NET Coordinators:

1. Workshop Plans: Room arrangements, beverage and food, workshop publicity, needs assessment and registration.
   Room arrangements ranged from school district board rooms, area vocational schools, ECSU sites, local Holiday Inns and restaurants. Beverages and foods from coffee to a soup/salad dinner. A registration fee was assessed by the NET Coordinator to cover necessary expenses.
2. Services provided to the workshop presentors:
   (services varied by location and mode of transportation)
   a. Lodging reservations
   b. Transportation to airport, lodging, workshop location
   c. Maps, direction, local assistance
   d. Assistance in set up for workshop
3. Telephone coordination of workshop plans. Final registration counts and clarification for attendance verification were the most common concerns.
4. Provided AV equipment
5. Provided an introduction to the Presentor and Welcome at the beginning of the workshop.

The goal of the NET program allowed for incorporating SPEAC For Nutrition into the regional NET locations. The regional NET Coordinators were cooperative in the joint planning of these workshops. Thru careful planning of the agenda, workshop room and participant arrangements, cooperative presentation efforts, and follow-up, 11 workshops transpired. An emphasis was placed on the services of the regional NET Coordinator and how SPEAC For Nutrition materials and personnel are a resource to them.

V. EVALUATION DESIGN OF SPEAC FOR NUTRITION

The evaluation plan for SPEAC For Nutrition was designed by the project coordinator and contracted project evaluator under the supervision of the Minneapolis Public Schools Research and Evaluation Department. The proposed evaluation plan assumes program effects on four groups of persons involved in the SPEAC project:

1. Preschool Children
2. Their Parents
3. Food Service workers serving participating child care centers
4. Teachers in the child care centers

The expected project influences to be assessed include:

1. Eating behaviors and receptivity of new foods by participating pre-school children.
2. Nutritional knowledge of food service personnel gained through a 20 hour training course.
3. General nutritional knowledge of participating parents and teachers.

SPEAC Evaluator Tasks

1. Define our population in demographic terms.
   Designate treatment and comparison groups.
2. Evaluate expected learner outcomes of participants in the preschool and food service curriculum units.
3. Develop evaluation instruments.
   Pre and post of parent, preschool and food service
   Additional instruments to determine effectiveness and valid usage in future settings nationally.
4. Incorporate workshop evaluations by participants into December and final report.
5. Continue development of data gathering processes in cooperation with the state project officers.
6. Incorporate curriculum evaluation form developed by project coordinator into final report.
7. Prepare the final evaluation report.
   Indicate where and in what environment the curriculum and other components are most appropriate for.
8. Evaluation emphasis will be placed on the primary audience as to the clarification response to the original proposal submitted.

Our task on evaluation - What we want to learn from the evaluation of SPEAC

1. Attitude and behavior of the preschool child before and after curriculum implementation.
2. Comparison and treatment groups evaluated for differences in treatment and results. Did the unit variation presented to a site make a difference?

3. Attitude and behavior of the parents before and after they and their child is exposed to the SPEAC curriculum.
4. Knowledge and performance before and after of food service personnel attending the food service workshops of SPEAC.
5. Does environment, cultural and ethnic background the curriculum is tested in make a difference in the resulting data. Program effectiveness will be examined as well as treatment employed. Differences will be sited and considerations made for future marketability of the curriculum components.
6. Did the site meet the expected learner outcomes of the unit taught. Why, how, and what influenced the results. This will be exemplified in the final evaluation data.
7. How useful is the curriculum to the teacher in the existing form. What changes are recommended in content, process and final printing form (packaging).
8. From evaluation who will most benefit from use of these curriculum units and other SPEAC components.
9. Project administration and evaluator will be alert to unanticipated outcomes in terms of known factors - i.e. recognizing and documenting unanticipated outcomes.

The evaluation instruments developed for the SPEAC For Nutrition project are described in detail in the Final Evaluation Report of the SPEAC Project. This report is inclusive of the evaluation plan, implementation, and results of the demonstration project.

An extensive secondary evaluation plan was implemented in two secondary home economics/child development field test sites. The evaluation description and results are incorporated into the SPEAC For Nutrition Final Evaluation Report. In addition a Final Secondary Evaluation Report, under separate cover, describes the secondary evaluation in detail.

VI. Program Results

IMPLICATIONS

Summarizations and conclusions have been identified throughout this final report and the final evaluation report. Following are some of the highlighting implications of the SPEAC For Nutrition Project.

Our goal of developing a cooperative preschool nutrition education program has proved to be workable. The participation of cross staff involvement in the 5 components of the SPEAC program has exemplified the need for the cooperating link on nutrition and the young child in the roles of each staff member and parent in a child care setting.

For the preschool child a wider perspective was gained of staff members (caregivers) involved in their nutrition and food related learnings. For the teaching and administrative staff education and inservice on an inovative approach to preschool nutrition was offered. Requests for presentations to staff members and follow-up responses indicate their desire to implement the materials presented. Refer to Appendix I for response letters. For the High School Students an approach to nutrition education for themselves and the young child is offered thru a variety of lab, computer and independent learning experiences. For the food service personnel it was an opening door on communication with the child care staff, opportunity to share their expertise and interact with the young child and a motivating force to learn more about other cooks in child care settings. For the parents it is the nutrition education link between the child care center and the home.

For the public SPEAC For Nutrition is an exciting program challenging nutrition education to be a cooperative effort with all personnel involved with the health, nutrition and normal development of the preschool child. Requests across the United States, Canada and Europe have been received requesting information on the materials being developed by the SPEAC project. Conference presentations are being requested, sought out and fulfilled as the project time line and emphasis allows. (Appendix I) Newsletter articles disseminate the project information and draw numerous requests from the readers(Appendix I). Entries to national bibliographies are a recent approach for SPEAC material dissemination and usage (Appendix I).

Thus the information and materials presented in the SPEAC Program will:

- -encourage young children to establish lifelong nutritious eating patterns.
- -encourage nutrition education on a preschool level.
- -increase nutrition awareness on the part of parents, educators and students.
- -provide training in nutrition for child care providers and food service personnel.

Who will most benefit from using the SPEAC Curriculum:

Early childhood educators and administrators
Parent educators
Parents of young children
Nutritionists - Nutrition Education trainers
Health care professionals
Child Care Food Program Specialists
Secondary and Adult Educators in the child care and nutrition fields

Conclusions

The SPEAC For Nutrition program developed, implemented and evaluated during an 18 month Grant period has provided a framework for introduction nutrition education to the preschool child, their caregivers and field professionals. The developed curriculum and support activities ahve provided an opportunity for cooperation between Minneapolis Public Schools, Minnesota State Department of Education, Child Care Agencies, Centers and family day care homes.

The evaluations, conversations and observations indicate that in seventeen months the SPEAC For Nutrition Project became established and accepted as an integral part of the child care centers and Minneapolis programs involved in field testing. However, without continuing exposure and reinforcement in the following years the efforts and effects of this project may diminish. Ideally continuation into the following school year will enable the expansion of the SPEAC For Nutrition program into new sites for testing the revised final curriculum materials. Further training of the child care staff and encouraging interest in more parent involvement would further carry out the objectives of the SPEAC Project.

The field testing period and evaluation involved a large sample in a limited time frame. The realistic implementation of the developed curriculum materials may be more evident over a longer field testing period. Revisions and evaluations would benefit from a longer testing period.

The SPEAC For Nutrition proposal states the following:

> Upon completion of the proposed project, nutrition education will be integrated into the curriculum and activities of on-going programs in the Minneapolis Public School's secondary and adult units, as well as in interested child care facilities, including family day care homes. Efforts will be made throughtout the proposed program to assist those involved to readily accept this responsibility.

Literature reveals that there is an increasing emphasis being made to better prepare educators and parents of the preschool child for their role in promoting nutrition education. The nutrition education learning experiences in the SPEAC For Nutrition Curriculum are applicable to the preschool child, parent, early childhood educator and food service personnel. Every aspect of life is an adventure for preschoolers and there exists countless opportunities for nutrition learning. Early childhood educators, parents and food

service personnel who experience nutrition knowledge and awareness for themself will in turn give foundation of nutrition education for the preschool child. Upon this sound foundation will be built the good eating habits and food choices that can be a benefit for health throughout life.

Some parents, educators and food service personnel may feel their own nutrition knowledge is inadequate to teach preschoolers about foods and nutrition. They may not even be aware of how important adequate nutrition is and how susceptible young children are to influences, bad and good, on eating habits. The SPEAC For Nutrition curriculum was designed to provide enough information on nutrition and food choices to enable early childhood educators, parents, students and food service personnel to supply adequate nutrition to the preschool child and to add a nutrition dimension to preschool children's learning activities.

The field testing, reviewing and exposure of the SPEAC For Nutrition curriculum materials has provided an indication toward fulfilling the nutrition education needs of the preschool child, parents, early childhood educators and food service personnel. National requests on program framework and materials, workshop request in Minnesota and field test participant support are indicators of need for SPEAC For Nutrition as a comprehensive preschool nutrition education program. Meeting the need of early childhood educators, parents and food service personnel working with the preschool child in nutrition education is related to providing adequate nutrition and nutrition learning activities to the preschool child.

It can be concluded that these programs will continue to implement the SPEAC For Nutrition curriculum materials. Statewide requests for project materials increase as the project completion and dissemination draws nearer. From these requests one may conclude that the need for this cooperative, innovative approach to preschool nutrition education exists and the SPEAC For Nutrition program is a means to meeting their needs.

Recommendations

The recommended projected plans for SPEAC is to disseminate the curriculum and promote it in inservices in the State of Minnesota. Our projected goal is to inservice trainers of child care staffs and food service and nutrition education staffs in the use of this curriculum.

The SPEAC For Nutrition Program has provided a framework for continued development, dissemination and evaluation of the originally developed activities. Emphasis of continuation activities would be on: 1) increased opportunities for preschool children to participate in the SPEAC nutrition related curriculum. 2) increased awareness of child care professionals in preschool nutrition education 3) increased awareness by field prefessionals of the SPEAC For Nutrition curriculum applicable to their educational setting 4) increased nutrition knowledge and awareness of parents of the preschool child.

Activities proposed include:

1. Evaluation of SPEAC For Nutrition Curriculum implementation
2. Development of parent, child care staff and related professional workshops disseminating the SPEAC For Nutrition Curriculum
3. Dissemination of SPEAC For Nutrition materials thru:
   a. requests from individual professionals
   b. National professional conferences
   c. Professional Periodicals and Networks established
4. Expanded implementation of the SPEAC curriculum thru 2 Minnesota Vocational education institutes and educational systems in the 7 county metropolitan area

Products proposed include:

1. Workshop agendas, materials and operational procedures.
2. Workshop paricipation coordination and evaluation.
3. Evaluation instrument testing the extent of curriculum implementation and effectiveness.
4. Dissemination plan to include proceedure and specific activities.
5. Informational brochure and other printed material promoting workshops and project awareness.

The development of these activities and proposed products focus on expanding awareness and implementation of the SPEAC For Nutrition curriculum. Presently our involvements with child care professionals has indicated the need for preschool nutrition and the continued exposure to the SPEAC For Nutrition curriculum. This program would involve cooperation between the Minnesota State Department of Education providing programs and services for early childhood and Parent/Family Education; Minneapolis Public Schools, and child care agencies, centers and family day care homes in the 7 county metropolitan area.

Approach of Specific Activities

1. Evaluation of the SPEAC For Nutrition Curriculum implementation.
   In order to evaluate the integration of the SPEAC materials into existing programs, an evaluation tool will be designed and distributed to curriculum users. The curriculum users will be comprised of inservice participants and independent requesters of the SPEAC curriculum materials. Sample evaluation questions are given below:
   1. Did the project provide adequate inservice education for parents and educators of young children?
   2. Were the curriculum units implemented in early childhood/parenting programs?
   3. What values did the curriculum users attach to the units?
   4. Did the curriculum materials meet the educational needs of the parents, educators, food service personnel and preschool children?
   5. Did the receipient of the curriculum materials display increased knowledge and awareness in nutrition education for the preschool child?

2. Extension of the project advisory board
The SPEAC For Nutrition advisory board members will be reviewed for their participation and interest in continuation with the program. Board member substitutions, and additions will be considered to be representative of the program. Additional members will be selected from the cooperating programs by the project coordinator. The advisory board will meet at the onset of the project and quarterly thereafter.

3. Development of workshops disseminating the SPEAC For Nutrition Curriculum.
Workshops will be designed and established thru the cooperating educational agencies for child care staff, parents and related professionals.
Suggested audiences:

Workshop I:	Secondary/Post Secondary
	Child Care Educators
	Vocational and Adult Educators
	Select Health Professionals
Workshop II:	Child CAre Providers
	Day Care Administrators
	Child Care Agencies

4. Dissemination of SPEAC For Nutrition Materials
The materials will be disseminated thru individual and group requests, national conferences, professional periodicals and newsletters. Thru the expanded dissemination increased implementation of the materials will be evident in the educational programs in the State of Minnesota. Emphasis will be on increased usage in the 7 county metropolitan area. The material dissemination plan will be determined to best meet the expedient needs of the request.

5. Establishment of a Public Relations Plan
A plan for expanded public relations requiring assistance in brochure development and public exposure thru the media will be developed. Contracting of a public relations consultant will be examined.

Expected Outcomes
The expected results of the continued SPEAC For Nutrition project would be:

1. Increased integration of nutrition education into early childhood and parent/family education programs.
2. Increased cooperation between parents, early childhood and parent/family educators in providing adequate nutrition and nutrition education for the preschool child.
3. Increased understanding and dissemination and implementation of the SPEAC For Nutrition program.
   a. Workshop presentations for parents, staff, students
   b. Development of child care and guidance; Teacher nutrition information course; Food Service for day care personnel; courses thru Vocational-Technical education programs in Minnesota

4. Evaluation of curriculum implementation.
   a. Extent of curriculum usage by educational groups.
   b. Evaluation of workshop effectiveness.
5. Increases awareness of parents, educators, students and food service personnel of their nutritional needs and those of the preschool child.
6. Increased public awareness of the SPEAC For Nutrition program and its offerings to the community.

Quarterly Time Line for Project Development

	Personnel
September 1980	
1. Review advisory board membership Select advisory board and conduct one meeting	Project Coordinator Project Coordinator Board Members
2. Establish workshop objectives and agenda for the vocational parent/family workshop	Project Coordinator
3. Establish workshop objectives and agenda for the early childhood education workshop	Project Coordinator
4. Development of public relation plan for SPEAC program	Project Coordinator Consultant
October - December 1980	
1. Plan, develop and conduct evaluation instrument for extent of curriculum usage measurement	Project Coordinator Evaluator
2. Plan and develop metropolitan workshops and workshops for cooperating programs	Project Coordinator Teachers, advisory board members
3. Conduct metropolitan workshops for identified audiences. Expand workshops to cooperating programs.	Project Coordinator Project Staff
4. Dissemination of SPEAC For Nutrition Curriculum and related materials thru workshops and requests	Project Coordinator Project Staff
5. Expand implementation of SPEAC For Nutrition Curriculum to all Minnesota Department of Education programs related to early childhood and parent/family education.	Project Coordinator Project Staff Advisory Board
January - March 1981	
1. Prepare and submit articles to professional periodicals, organizations requesting abstracts and newsletters	Project Coordinator Consultant/Editor
2. Evaluate metropolitan workshops effectiveness	Evaluator
3. Continue to evaluate program implementation by workshop participants and individual requesters	Project Coordinator Evaluator
4. Continue to integrate SPEAC For Nutrition Curriculum into existing programs	Project Coordinator

April - June 1981

1.	Prepare final project report	Project Coordinator
2.	Prepare final evaluation report	Evaluator Project Coordinator
3.	Expand and transfer training responsibilities to cooperative training programs in early childhood and Parent/Family education	Project Coordinator Cooperative Programs Project Staff

APPENDIX A

Curriculum Writing Proceedure

HOME ECONOMICS
NEWSLETTER

Volume I, Number 4 June 1979

Summer Curriculum Writing

Are you interested in nutrition in relation to pre-schoolers, parents or secondary students? Do you have some successful teaching experiences you would be willing to put in writing so they could be shared with others? If you answered yes to any of the above questions, maybe writing for the pre-school nutrition education curriculum is for you.

The curriculum project is a part of SPEAC (Student, Parent, Educator, Administrator, Children) for Nutrition which proposes to develop, implement, and evaluate nutrition education for pre-schoolers. Curriculum components to be written include:

- Pre-school curriculum and nutrition education learning activities for the pre-school child age 3-5
- Food service personnel training course
- Pre-school teacher unit
- Student unit - for high school students teaching the pre-school child
- Parent information and supportive unit.

Writing will occur between June 1 and July 15. Stipends are offered for writing hours. Please reply by June 15 if you are interested to:

Laurel Lee Hinze, SPEAC for Nutrition
Project Coordinator
Special Ed. Service Center
254 Upton Ave. So.
Minneapolis, MN 55405
(Phone: 348-5957)

MINNEAPOLIS PUBLIC SCHOOLS
Student Services - Health Services

M E M O R A N D U M

June 5, 1979

TO: Participants in Nutrition Curriculum Projects

FROM: Ethel Dzubay - Nutrition Education Coordinator
Laurel Hinze - SPEAC For Nutrition Coordinator
Kathy Sworsky - Secondary Health Education Resource Teacher

RE: Inservice and Summer Writing Plans

Plans for the nutrition curriculum projects are progressing!!! We are excited about the interdisciplinary inservice and writing projects that are ahead -- and that you will be a part of it.

The two-day inservice session will be held Tuesday, June 12, and Wednesday, June 13, at the Nutrition Center, from 8:45-3:00 each day. The Nutrition Center is located at 812 Plymouth Avenue North, just West of Lyndale. Parking is available at the Center. We will be meeting in the classrooms on the second floor -- to the right at the top of the stairs.

You may bring your own lunch or purchase a cold lunch at the Nutrition Center at a cost of $1.25. Beverages will be available. Time will not permit eating out at one of the local restaurants.

Please bring with you any texts, games, filmstrip kits, and other resources you have found helpful in teaching nutrition -- or materials that you have available but haven't tried out yet. Please label all materials clearly with your name and school.

For participants who wish to write in air-conditioned comfort, the resource center at the Nutrition Center will be available through Friday, June 29.

We will be negotiating contracts and timelines Wednesday afternoon. The secondary health/home economics nutrition curriculum project deadline will in August; the SPEAC Project has a much earlier deadline.

A copy of the tentative agenda is enclosed. We are looking forward to having you participate in this project!

ED/LH/KS:gt
cc: Bill Phillips
Marshall Kaner
Area Superintendents
Curriculum Generalists
Jim Kenney
Carol Wogensen
Bill McMoore
Jennifer Schnickels

NUTRITION EDUCATION CURRICULUM WRITING INSERVICE

WHERE: Nutrition Center, Minneapolis Public Schools
812 Plymouth Avenue North

WHEN: June 12th and 13th
8:45 - 3:00

AGENDA

Tuesday, June 12, 1979

8:45	Start up activities: Treats
9:15	Purpose of Inservice Project overviews CORE, NET, SNEAKY NUTRITION, SPEAC
9:30	Nutrition issues and concerns in society
10:00	Curriculum Philosophy awareness
10:15	Characteristics of the learner: Preschool, Jr. High Sr. High, Adult
10:45	Adaptive Curriculum - Vicki Johnson, Special Education/ Adaptive Health Coordinator
11:30	Lunch break
12:303:00	Individual Project session

Wednesday, June 13, 1979

9:00	Start up activity: Curriculum format
9:30	Brainstorm: What is important about format selection?
10:00	Project group session
10:30	Minneapolis Public Schools Guidelines: Racism, Sexism, Copyright laws Ethnic Culture Center - Chris Skjervold Womens' Studies - Ann Burns Indian Education - Percilla Garrigan
1:00-2:45	Project session: time lines, contracts, BEGIN!
2:45	Inservice reports Evaluation of inservice

LH:gt
6/5/79

Curriculum Writing Contract

SPEAC For Nutrition

Information

Name:_____

Address:_____

_____

Phone_____

Social Sec. No:____

_____

School or Agency:

_____

Date initiated: June 12, 1979

Requested date of completion: July 3, 1979

Task:_____

Products to be developed:_____

Number of hours estimated in completion of task:_____

Payment for completed curriculum project:_____

Contract agreement

The completion of the stated writing task will be submitted in final form, typed if possible, to the project coordinator on or before the requested date of completion. In compliance with the contract terms, payment in full will be initiated upon receipt and acceptance of the written curriculum materials. You will be given credits on materials incorporated in the final curriculum units. All materials developed and submitted to the project coordinator are subject to revision and become the property of SPEAC for Nutrition.

_____
Curriculum Writer

_____
Date

_____
Project Coordinator
SPEAC for Nutmition

1 copy is retained by the writer and 1 copy by the project coordinator.

When the curriculum is submitted to the project coordinator, the following procedure will occur:

1. A statement indicating writing hours will be submitted by the writer to the project coordinator.
2. Payment will be made through the SPEAC for Nutrition Budget.
3. You will receive payment in 4-6 weeks from Mpls. Public Schools.

LH:cl
5/29/79

APPENDIX B

Advisory Board
SPEAC For Nutrition

INTRODUCTORY LETTER

SPECIAL SCHOOL DISTRICT NO. 1

MINNEAPOLIS PUBLIC SCHOOLS

AN EQUAL OPPORTUNITY EMPLOYER

254 Upton Avenue South
Minneapolis, Minnesota 55405
Telephone 612/348-6051

SPECIAL EDUCATION

March 14, 1979

Ethel Dzubay
Special Education Service
Center
Health Services

Dear Ms. Dzubay:

You have been recommended to serve on the SPEAC For Nutrition Advisory Board because of your involvement with nutrition and preschool children. The board will meet at the beginning of the project and quarterly thereafter. Your input as an advisory board member will be valuable in the development, evaluation and review of the curriculum and the collection of resource materials.

SPEAC (Student, Parent, Educator, Administrator, Children) For Nutrition is an adventure in nutrition education for preschool children. We are now in the early development of this program. SPEAC For Nutrition proposes to develop a model integrating the child care program into the educational curriculum of child care programs through the cooperative efforts of Minneapolis Public Schools, Minnesota State Department of Education, Greater Minneapolis Day Care Association, child care centers and family day care homes.

Our first meeting will be during the week of April 2-8. Please indicate on the attached sheet the necessary information for meeting arrangements. Your interest and involvement in SPEAC For Nutrition is appreciated and needed as we work together in the project.

Sincerely,

Laurel Hinze

Mrs. Laurel Hinze
SPEAC For Nutrition Coordinator

LH:gt

Attachment

APPOINTMENT LETTER

SPECIAL SCHOOL DISTRICT NO. 1

MINNEAPOLIS PUBLIC SCHOOLS

AN EQUAL OPPORTUNITY EMPLOYER

254 Upton Avenue South
Minneapolis, Minnesota 55405
Telephone 612/348-6051

SPECIAL EDUCATION

March 27, 1979

Ethel Dzubay
Special Education Service
Center
Health Services

Dear Ms. Dzubay:

You have been appointed to serve as a SPEAC For Nutrition Advisory Board member during the term of the project. Your willingness to serve on this advisory board is appreciated, and your contribution is viewed as an essential component of SPEAC For Nutrition.

Your interest and experience in nutrition, preschool children and related areas makes you a valuable member of our advisory board. This is an opportunity to contribute your talent to the development of SPEAC For Nutrition. Your input will be recognized not only in the project development, but in our community involvement.

Thank you again for your willingness to share some of your time and resources.

Sincerely,

Laurel Hinze

Mrs. Laurel Hinze
SPEAC For Nutrition Coordinator

LH:gt

NOW THAT YOU ARE A MEMBER OF THE SPEAC FOR NUTRITION ADVISORY BOARD

You have been selected as a member of the SPEAC For Nutrition advisory board to lend your expertise, knowledge and experience to the project. You are a valuable asset in the development of this curriculum. What the advisory board will do and how effective it will be will depend to a great extent on how well you as a member make it work. The recommendations you make, the advice you give and the efforts you expend will provide input for SPEAC For Nutrition to successfully develop.

What is in it for me?

What advisory board membership holds for me can be up to you and depends on what is important to you. One of the following will probably be a sufficient incentive for you to serve:

1. Provides an opportunity for you to be involved in the educational process.

2. The personal satisfaction of having your knowledge and expertise recognized and used.

3. Your agency, business or school district whose name will appear along with your own, will enjoy the prestige of having one of its employees involved in this voluntary service.

What may I be asked to do?

You may be asked to help accomplish any of the following objectives:

1. Aid in the collection of resources to be used in curriculum development and evaluation.

2. Aid in identifying concepts and objectives in the curriculum development and resource materials.

3. Review the curriculum as it is developed including format, concepts, objectives and methodology prior to and following field testing.

4. Promote the project and disseminate materials upon completion.

LH:gt
3/28/79

SAMPLE ADVISORY BOARD MEETING AGENDA

SPEAC For Nutrition

Meeting Agenda

April 2, 1979
2:00-3:30 p.m.

Assembly Room
807 N. E. Broadway

1. Opening and Introduction of board members.
2. Agenda and folder materials introduced.
3. What are some roles of an advisory board member?
4. What is SPEAC For Nutrition?
5. Brainstorm our role as advisory board members.

   Rules for brainstorming:

   1. List all the ideas
   2. Do not discuss
   3. Do not judge - all ideas are used!
   4. Repetitions are O.K.

6. Planning for future meetings:

   Future meeting dates
   Child care provisions
   Recorder on business

7. Feedback sheet.

LH:gt
3/29/79

SAMPLE FOLLOW-UP MEETING REPORT

MINNEAPOLIS PUBLIC SCHOOLS
SPEAC For Nutrition

M E M O R A N D U M

April 5, 1979

TO: SPEAC For Nutrition Advisory Board Members

FROM: Laurel Hinze, Project Coordinator

RE: Report on April 2nd Meeting

During the April 2nd SPEAC For Nutrition advisory meeting, we introduced our members and the SPEAC proposal. Each of you received an introductory folder which you may want to review and acquaint yourself more with. Copies of the Proposal are available for your reference. Questions referring to evaluation, time line, literature review, and goal classification arose and were discussed. Emphasis was placed on cooperation and working together as the project develops and faces revisions.

In brainstorming our roles as advisory board members, the following roles were suggested:

Sharing knowledge and experience of members toward the project
Community contacts to achieve project goals
Identify people to assist in tasks
Liaison to child care programs (secondary/post/adult)
Implementation and evaluation of curriculum components
Collection of resources
Public relations - dissemination of the curriculum feedback
Identify objectives and concepts in the curriculum
Review the curriculum as it develops and is field tested

Your individual responses will be recorded for further use.

Our next meeting is scheduled for May 11th from 9:30-11:00 A.M. at Greater Minneapolis Day Care Association, Ramar Building: 111 East Franklin. Parking is in the rear and side of the building. Child care will be provided by two high school students. Please contact me if you are unable to attend.

At our next meeting we will review the progress of the project, where your assistance is needed now and tentative dates of meetings. Please check your calendars for an open date in August (last week), November, February 1980, May 1980, and June 1980.

If you have any questions, please call Laurel Hinze at 348-5956.

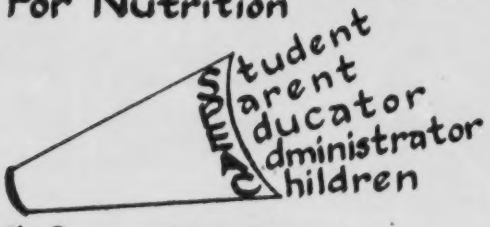
LH:gt

APPENDIX C

Selection of Field Test Sites

SECONDARY SITE RECOMMENDATION LETTER

For Nutrition



A Cooperative Adventure in Preschool Nutrition Education

Minneapolis Public Schools
Special Education Service Center
254 Upton Avenue South
Minneapolis, Minnesota 55405
Telephone 612/348-5957

May 11, 1979

Dear Educator,

Your center has been recommended to participate in SPEAC for nutrition. SPEAC (Student, Parent, Educator, Administrator, Children) for Nutrition has been funded by the United States Department of Agriculture through the Children Nutrition Section of the Minnesota State Department of Education, to put together a preschool nutrition education demonstration project targeting Child Care Food Program participants.

We are now in the early development of this program. Enclosed is an information sheet briefly explaining the scope and proposed program developments of SPEAC. Many of you I have already visited with and shared our project progress. This information will serve as additional support. Your input will be valuable in the development, field testing, reviewing and evaluation of the curriculum. If you decide to participate, we are asking that you become involved in one or more of the following areas:

- Curriculum writing
- Field testing materials with respective area represented in your center
- Reviewing and evaluating written materials
- Teacher inservice
- Parent inservice
- Student inservice (informative assistance for high school student before working in the day care center)
- Student - day care center cooperative training
- Evaluation of the project impact

We realize how important it is to provide new, exciting and accurate learning experiences for the groups we serve. We also realize this is a time consuming process. Working cooperatively through SPEAC for Nutrition can provide new curriculum, furthering education for your staff and increasing participation in your center.

Your experience in the field of education, interest in nutrition education and willingness to accept the responsibilities of 1 or more components of the project makes you eligible for participation in SPEAC. We will be selecting seven Minneapolis Public School programs for initial service and training. Please indicate on the attached sheet your willingness to participate. For further information, call 348-5957.

Sincerely,

Laurel Lee Hinze
SPEAC for Nutrition Coordinator

LLH:cml

Enclosure

Name of Center or Program _____

Location of Program _____

Name of Director _____

_____ Yes I am able to participate in SPEAC for Nutrition

_____ No I am unable to participate in SPEAC for Nutrition

Please indicate the components you are most interested in participating in:

___ Curriculum writing
___ Field testing materials with participants in your center
___ Reviewing and evaluating written materials
___ Teacher inservice
___ Parent inservice
___ Student inservice
___ Student-day care center cooperative training
___ Evaluation of the project impact

Return to Laurel Hinze

Special Education Center (HERC)
SPEAC for Nutrition
254 Upton Ave. S.
Minneapolis, MN 55405

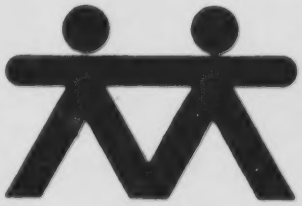
By: June 1, 1979

I will notify you of further information.

Mrs. Laurel Hinze
SPEAC for Nutrition Coordinator

LH:cl
5/14/79

PRESCHOOL SITE RECOMMENDATION LETTER



May 14, 1979

Dear Director:

Your day care center has been recommended to participate in SPEAC for Nutrition. SPEAC (Student, Parent, Educator, Administrator, Children) for Nutrition has been funded by the United Stated Department of Agriculture through the Child Nutrition Section of the Minnesota State Department of Education, to put together a preschool nutrition education demonstration project targeting Child Care Food Program participants.

We are now in the early development of this program. Enclosed is an information sheet briefly explaining the scope of SPEAC and proposed program developments. Your imput will be valuable in the development, field testing, reviewing and evaluation of the curriculum. If you decide to participate, we are asking that you become involved in one or more of the following areas:

Curriculum writing
Testing materials with children (one or more activity)
Reviewing and evaluating written materials
Training for cooks
Teacher inservice
Parent inservice (information sessions)
High school student working cooperatively with your center through SPEAC and their high school
Evaluation of the project

We realize how important it is to provide new and exciting learning experiences for our childmen. We also realize, as teachers and directors, this is a time consuming process. Working cooperatively through SPEAC for Nutrition can provide new curriculum, education for your staff in nutrition and a pathway to increased parent and community involvement.

Greater Minneapolis Day Care Association

Dale Anderson, Executive Director • 111 East Franklin Avenue • Minneapolis, MN 55404 • 612/871-3103

Your experiences with preschool children, interest in nutrition education, participation in the Child Care Food Program, and willingness to accept the responsibilities of one or more component of the project makes you eligible for participation in SPEAC. We will be selecting 20 day care centers and two family day care homes in Minneapolis. Please indicate on the attached sheet your willingness to participate. For further information, call Laurel Hinze at 348-5957.

Sincerely,

Laurel Lee Hinze
SPEAC for Nutrition Coordinator

Connie Hudnet Bell
Director for Program Services
Greater Minneapolis Day Care Association

LLH:CHB:cml

Enclosures

67

Name of Day Care Center_____

Name of Director_____

___ Yes I am able to participate in SPEAC for Nutrition.

___ No I am unable to participate in SPEAC for Nutrition.

Please indicate the components you are most interested in participating in:

__ Curriculum writing

___ Testing materials with children

___ Reviewing and evaluating written materials

___ Training for cooks

___ Teacher inservice

__ Parent inservice (information sessions)

___ High school student working cooperatively through school, day care center and SPEAC

___ Evaluation of the project impact

Return to Laurel Hinze

SPEAC for Nutrition (HERC) Special Ed. Service Center
254 Upton Ave. S.
Minneapolis, MN 55405

By: June 1, 1979

I will notify you of further information.

Mrs. Laurel Hinze
SPEAC for Nutrition Coordinator

LH:cl
5/16/79

For Nutrition

SPEAC
Student
Parent
Educator
Administrator
Children

A Cooperative Adventure in
Preschool Nutrition Education

Minneapolis Public Schools
Special Education Service Cent
254 Upton Avenue South
Minneapolis, Minnesota 55405
Telephone 612/348-5957
An Equal Opportunity Employer

May ____, 1979

Dear _____,

Thank you for your willingness to participate in SPEAC for Nutrition. The Curriculum Components you indicated an interest in have been recorded for use during this project.

Your center has been selected to initially participate in the following components of SPEAC For Nutrition:

It needs to be understood that all materials developed are for field testing use only. Revisions will be made as a result of this field testing, and distributed in final form at completion of the project.

Further information will follow as we reach the stage in the project that you indicated participation in. It will be a pleasure to work cooperatively with you on this preschool nutrition education project.

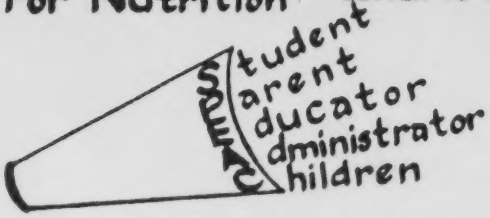
Sincerely,

Laurel Lee Hinze
Project Coordinator

LLH:mlg

For Nutrition

LETTER TO PRINCIPALS OF PUBLIC SCHOOL FIELD TEST SITES



A Cooperative Adventure in Preschool Nutrition Education

Minneapolis Public Schools
Special Education Service Cente
254 Upton Avenue South
Minneapolis, Minnesota 55405
Telephone 612/348-5957

December 4, 1979

Frederick Sheridan, Principal
North Community High School
1500 James Av. N.
Minneapolis, Mn. 55411

Dear Mr. Sheridan,

During the present school year SPEAC For Nutrition curriculum materials are being piloted by select staff members at North. The staff, students and preschool children in the MICE Program have consented to pilot test, review, and evaluate the 5 preschool nutrition curriculum components. Under the leadership of Agnes Bergee these components are being integrated into the existing curriculum as supplements or new information. The materials are being used in groups as well as with individual students for course requirements or counseling referrals.

SPEAC For Nutrition is a preschool nutrition education program funded thru the United States Department of Agriculture, Food and Nutrition Division. We are based in Health Services thus cooperating with Mpls. Public Schools Programs with emphasis on Early Childhood Education, Child Care Occupations, Day Care, Family relations, and Parenting Programs. In Minneapolis we are working under the direction of the Minnesota State Dept. of Education, Child Nutrition Section. Our field test population includes group and family day care centers of the Greater Mpls. Day Care Association that are participants of the USDA Child Care Food Program as well as select programs in Mpls. for young children and Mpls. Public School programs.

The involvement of your staff members is a valuable contribution to the development and future distribution of the SPEAC curriculum components. Your support to the MICE staff implementing SPEAC and to the final development of SPEAC For Nutrition is requested. I would be most willing to meet with you, your staff and/or parents at North to present the project in more detail. Our concern is to develop quality nutrition curriculum materials to be used on a continuing basis by Mpls. Programs and expansion beyond the test fieTd.

Sincerely,

Laurel L. Hinze
Project Coordinator

APPENDIX D

Selection of Field Test Participants

SPEAC FOR NUTRITION

Field Testing Involvement

The following options for field testing SPEAC for Nutrition materials are available through permission and request of the field testing site. This list has been compiled from a response sheet received from each site. Selection of sites and field testing experience will be made with consideration. It is the hope of the project coordinator that the request of each site may be met initially and/or upon material revision.

Curriculum Writing

Joyce Child Care Center
VIP Jefferson Mpls. Schools
Community Child Care Center
Bryant Glenwood Educare Ctr.
First Covenant Child Care Ctr.
Parent Puzzle Marshall U High

Reviewing and Evaluating Mat'ls.

Little People Day Care Center
Northside Settlement Day Care
Metropolital Child Dev.
VIP Jefferson Mpls. Schools
Community Child Care Center
First Covenant Child Care
Edison Occup. Child Dev. -
Mpls. Schools
Parent Puzzle Marshall U High
Mpls.
Messiah Child Care Center
Northside Child Dev. Center

Teacher Inservice

Northeast Child Dev. Center
Community Child Care Center
Bryant Glenwood Educare Center
MICE North H.S.
Parent Puzzle Mpls. Schools
Marshall U. High
Northside Child Dev. Center

Testing materials with children

Northstar Child Development
Messiah Child Care Center
Norma Saba - Family Day Care
Northside Child Development Ctr.

Grand Ave. Day Care
Janice Rowles - Family Day Care
Northeast Child Dev. Ctr.
Northside Settlement Day Care
VIP Jefferson Mpls. Schools
Como Community Child Care
Community Child Care Ctr.
Bryant Glenwood Educare Center
First Covenant Child Care Center
Powderhorn Parent Program -
Mpls Schools, Wilder C
Edison Occup. Child Care -
Mpls. schools
Parent Puzzle - Marshall U High
Mpls.

Training for Cooks

Joyce Child Care Center
YWCA Children's Center
Community Child Care Center

Parent Inservice

Northeast Child Dev. Center
Metropolitan Child Dev.
VIP Jefferson Mpls. Schools
Community Child Care Center
Bryant Glenwood Educare Center
Powderhorn Parent Program -
Mpls. Schools, Wilder C
MICE North H.S.
Parent Puzzle Mpls. Schools
Northside Child Dev. Center.

High School Student

Grand Ave. Day Care
Little People Day Care Center
Joyce Child Care Center
Northeast Child Dev. Center
Northside Settlement Day Care

Como Community Child Care
Community Child Care Center
First Covenant Church Child Care Center
Edison Child Dev. Program Mpls.
MICE North H.S.
Norma Saba - Family Day Care

Evaluation of the Project

Little People Day Care Center
Northside Settlement Day Care
Como Community Child Care
Community Child Care Center
First Covenant Child Care Center

Edison Child Dev. Occupational MPLS
MICE North High School
Northside Child Dev. Center

LH:cl
6/18/79

SPEAC FOR NUTRITION
Program Participants

Field Testing Sites

Map#	Family Day Care (2)	Telephone	No. of Preschool children	Unit Tested
56	Mrs. Janice Rowles 625 Ramsey St. N.E. Mpls., MN 55413	379-4569	6	Preschool
57	Mrs. Norma Saba 2229 Lincoln St. N.E. Mpls., MN 55413	781-7329	-	Preschool
	Day Care Centers (16)			
6	Kate Smith, Director Joyce Child Care 12 19 W. 31st St. Mpls., MN 55408 Sara Werner, Teacher	822-9275	35	Preschool
7	Nancy Edwards, Dir. Northeast Child Dev. Ct. 1929 -2nd St. N.E. Mpls., MN 55418 Vicki Malcolm, Teacher	781-6011	36	Preschool
9	Patti McInroy, Dir. Building Block Nursery 1820 Dupont Ave. S Mpls., MN 55403 Kenwood: - Janet Webster, Teacher East Lowry Hill -	377-1690	20 20	Preschool Preschool
21	Pamela Ekbag, Director Como Community Child Care 1024 27th Ave. S.E. Mpls., MN 55414 Teachers: Laurie Difibaugh Marsha Baisch	331-8340	42	Preschool

Map#	Day Care Center	Telephone	No. of Preschool Children	Unit Tested
17	Beth Seeman, Dir. 1st Covenant Day Care Ct. 810 S. 7th St Mpls., MN 55419 Teachers: Joanne Lockwood Janis Butterfield	335-7895	46	Preschool
5	Jeanette Twedten, Dir. Grand Av. A. Miss Church 3100 Grand Ave. S. Mpls., MN 55408 Wende Davis, Teacher	825-7203	55	Preschool
34	Aurita Holguin, Dir. Metro. Child Dev. Inc. 2830 Cedar Av. S Mpls., MN 55407 Zion - Terry Blue Children's House - Donna Moore Lollipop - Kitty Caughlin Tony Paul Lama Nivasa - Joyce Reed	721-6472

Map#	Day Care Center	Telephone	No. of Preschool Children	Unit Tested
1	Susan Bearman, Dir. Bryant-Glenwood Montessori 430 Bryant Ave. N Mpls., MN 55405	374-5074		Preschool
	Pat Goodermont		20	
	Pat Ecko 812 W. 5th Ave. N.		20	
	Kathy Kurenitz		17	
16	Zona Sharp, Director Community Child Care Richfield Lutheran Ch. 60th & Nicollet Mpls., MN 55419 Teachers: Coleen Burckhard Cindy Schmidt Lou Ann Choquette	861-4303	60	Preschool
		Preschool Unit Comparison Sites		
10	Jeanne Tully, Dir. Northstar Day Care Ctr. 1704 Dupont Ave. N. Mpls., MN 55411	521-4743	52	
13	Ruby Hughes, Director Messiah Willard Day Care 1306 Plymouth Ave. N. Mpls., MN 55411	521-3691	45	
8	Emmett Smalley, Dir. Northside Child Dev. Ctr. 1011 14th Ave. N. Mpls., MN 55411	529-9107	80	
23	Jane Hauschildt, Dir Little People Day Care 1800 Dupont Ave. N. Mpls., MN 55411	522-4691	22	

PROGRAM PARTICIPANTS

Minneapolis Public Schools

Field Test Site	Teachers	Unit Tested
Mrs. Agnes Bergee, MICE Program North High School 1500 James Ave. N. Mpls., MN 55411 Telephone 588-0871	Lynn Pritchard Dianne Rundles	All (will select Lessons)
Mrs. Mary Burns, Dir. Powderhorn Parenting Prog. Wilder Elem. School 3322 Elliot Ave. S. Minneapolis, MN 55407 Telephone: 348-5373	Nancy Cooper Anne Sullivan	Preschool Parent
Ms. Kristi Kane, Dir. VIP Program Jefferson Elem. School 1200 West 26th St. Mpls., MN 55405 Telephone: 348-5682	Alice F. Fowler Mary Pratt Peggy Hunter	Preschool Parent Teacher
Beth Cutting Director Parent Puzzle Marshall U. High School: Rm. 207, Rm. 116 1313 S.E. 5th St. Mpls. MN 55414 Telephone: 331-6470	Mary Kurcinka Ian Pearson	Preschool Parent
Ms. Sue Ryan, MICE Prog. South High School 3131 - 19th Ave. S. Mpls., MN 55407 Telephone: 729-8341	Patti Dowdle Bernice Smith	(will select lessons)
Mrs. Betty Harris Occupational Child Dev. South High School 3131 - 19th Ave. S Mpls., MN 55407 Telephone: 729-8341	Betty Harris	All (will select lessons) *High School Student *Teacher

Field Test Site	Teachers	Unit Tested
Janell Olson Occupational Child Dev. Edison High School 700 - 22nd Ave. N.E. Mpls., MN 55418 Telephone: 789-8826	Janell Olson	All (will select lessons) *High School Student *Teacher
Judi Linder Adult Education Office Minneapolis AVTI 1101 [illegible] Ave. S. Mpls., MN 55404 Telephone: 348-4147		Food Service

*Emphasis of field testing

Date: 10-03-79
Typist: aj

For Nutrition

FIRST MEETING LETTER OF PARTICIPANTS

SPEAC Student Parent Educator Administrator Children

A Cooperative Adventure in Preschool Nutrition Education

Minneapolis Public Schools
Special Education Service Center
254 Upton Avenue South
Minneapolis, Minnesota 55405
Telephone 612/348-5957
An Equal Opportunity School District

August 9, 1979

Dear Director:

The SPEAC for Nutrition curriculum is ready to be field tested. Our plans involve field testing at 20 day care centers, 2 family day care centers, and 8 Mpls. Public Schools sites. We are pleased to include your center among these selected sites. As a first step in field testing we have planned a meeting with the project participants, project coordinator and staff, and SPEAC Advisory Board Members. The meeting is scheduled for Thursday, September 6th from 2:30 - 4:00 PM at Joyce United Methodist Church, 1219 W. 31st Street, Minneapolis, 55408. We will meet in the church parlor on 2nd floor. Joyce United Methodist Church is the location of Joyce Child Care Center.

The purpose of this meeting is to inform you as field test participants of curriculum field testing procedures, evaluation techniques, input needed from you, services to expect from SPEAC staff and to generally become familiar with the SPEAC for Nutrition project and the people that are a part of it. To broaden our initial contact we ask that you invite 1 or 2 interested people from your center. This may be a food service staff member, lead teacher or interested parent. Questions and concerns about your involvement can be addressed to the appropriate staff member during this time.

Your participation in the meeting will give us the opportunity to meet one another and become better informed about our responsibilities in the SPEAC For Nutrition project. Refreshments will be served during the meeting. Please complete the attached meeting response form. For questions or concerns contact Laurel at 348-5957.

Sincerely,

Laurel Lee Hinze

Laurel Lee Hinze
Project Coordinator
SPEAC For Nutrition

_____ Yes - I am able to attend the SPEAC for Nutrition meeting September 6th.

_____ No - I am unable to attend and will contact Laurel Hinze for information distributed at the meeting.

Name of persons attending _____ _____ _____

Title _____ _____ _____

Name of Center _____ _____ _____

The above information will be used for name tags and material distribution.

Return by Friday, August 31st to:

Laurel Hinze
SPEAC for Nutrition
Special Education Center (HERC)
254 Upton Ave. So.
Minneapolis, Minnesota 55405

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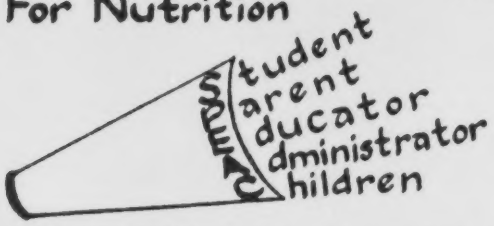
APPENDIX E

Training Sessions For Field Test Participants

INITIAL REQUIRED WORKSHOP

For Nutrition



A Cooperative Adventure in Preschool Nutrition Education

Minneapolis Public Schools
Special Education Service Center
254 Upton Avenue South
Minneapolis, Minnesota 55405
Telephone 612/348-5957

An Equal Opportunity School District

September 7, 1979

Dear Teachers:

A two session workshop is planned to inservice you in the curriculum materials for SPEAC For Nutrition. The meeting schedule is as follows. Please note the dates for day care and secondary teachers.

Workshop I - for Day Care AND Secondary Teachers

Tuesday, September 25, 1979 3:00 - 5:00 p.m.
Joyce United Methodist Church
1219 West 31st Street
Minneapolis, Minnesota 55408
(Church parlor on second floor)

Workshop II - for Day Care Teachers ONLY

Wednesday, September 26, 1979 ~~3:00 - 5:00~~ p.m.
Joyce United Methodist Church 1:00-3:00

Workshop III - for Secondary Teachers ONLY

Thursday, October 4, 1979 3:00 - 5:00 p.m.
Edison High School
700 22nd Avenue Northeast (22nd and Monroe)
Minneapolis, Minnesota 55418
(Home Economics dining room across from main office)

The purpose of the workshops are to gain background nutrition information helpful for field testing and to familiarize you with the SPEAC preschool and secondary curriculum. Our goal is to provide two complete workshops that will assist you in curriculum implementation with your students. You will receive a copy of the curriculum during these workshops. The first field test session will be October through December 30, 1979. Many of you participated in our initial field test meeting on September 6. If you were unable to attend that meeting, please contact your center director for materials distributed and information given.

Your participation in the two appropriate two-hour workshops are a prerequisite to field testing the SPEAC For Nutrition Curriculum. If you are unable to attend these workshops, please contact me to arrange an alternative meeting at your convenience.

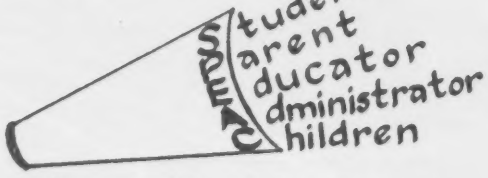
I am looking forward to meeting with you on September 25 at Workshop I.

Sincerely,

Laurel L. Hinze

Laurel L. Hinze
Project Coordinator
SPEAC For Nutrition

For Nutrition



A Cooperative Adventure in
Preschool Nutrition Education

ATTENDANCE CERTIFICATION

Minneapolis Public Schools
Special Education Service Center
254 Upton Avenue South
Minneapolis, Minnesota 55405
Telephone 612/348-5957

This is to certify that _____
has attended the SPEAC FOR NUTRITION Curriculum Inservice on September 25, 1979 and September 26, 1979 for a total of 4 inservice hours. He/She is a field test participant for the preschool unit of SPEAC FOR NUTRITION during October 1979 - June 1980.

Laurel L. Hinze

Laurel L. Hinze
SPEAC FOR NUTRITION
Project Coordinator

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SPEAC For Nutrition

Field Test Meeting

WHERE: Joyce United Methodist Church
1219 West 31st Street, Minneapolis

WHEN: September 6, 1979
2:30 p.m. - 4:00 p.m.

----- AGENDA -----

2:30 Start-up Activities: Treats

2:40 Purpose of Meeting
Project Overview

2:50 SPEAC Curriculum Development

3:00 Curriculum Field Test Model Implementation
Services SPEAC Will Provide
Your Role in Field Testing
Teacher Inservice
High School Student Cooperative Teaching Contract

3:30 Evaluation: Goals, Instruments, Process

3:45 Where Do We Go From Here?
Questions and Answers

3:55 Meeting Evaluation

4:00 Adjourn

Purpose of the meeting

To provide information on the development of the SPEAC For Nutrition Curriculum.

To become familiar with our roles and responsibilities in field testing.

To become aware of the field testing procedure and time line of the SPEAC Curriculum.

To understand the purpose and implementation of evaluation in field testing.

MEETING EVALUATION FORM

Please complete the following statements and return to the box provided.

I learned: _____

_____

_____

_____

Most informative was: _____

_____

_____

_____

What should have been included was: _____

_____

_____

_____

I am excited about: _____

_____

_____

_____

Please record the number of centers you will be field testing in:

Center Name	Address	Phone	Estimated Enrollment

INITIAL TRAINING WORKSHOP FOR FIELD TEST PARTICIPANTS
Time: 2 hours

WORKSHOP I

Preschool and Secondary Teachers

This two-hour workshop is written to be used alone or to precede Workshop II.

A. Introduction

Young children learn attitudes and habits about nutrition through experiences with food. Parents, teachers, and teens who interact with preschoolers in activities related to food have the potential of influencing them in positive ways. In order to be a positive influence, adults and teens need to be aware of how attitudes and habits are formed and what foods provide the nutrients for healthy growth and development.

In this inservice teachers of preschoolers and teens will be introduced to:

- the nutrients needed for healthy development
- the variety of foods that supply those nutrients
- the balance and amount needed through the life span
- the cultural, ethnic, psychological affects on food choice, attitudes and eating habits

With this background information teachers should be able to make more informed and supportive decisions about the experiences they want to provide their students, either preschoolers or teens.

B. Goals

1. To increase awareness of nutrients found in the four food groups.
2. To increase understanding about the wide variety of foods that supply the nutrients needed for healthy growth and development.
3. To increase understanding of the necessary elements of a well-balanced meal for various age groups.
4. To increase awareness and acceptance of food preferences based on cultural, ethnic and religious heritage.
5. To increase awareness of how habits and attitudes toward nutrition are formed.

C. Learner Outcomes

Teachers will:

1. be able to place foods into appropriate food groups
2. be able to recognize a well-balanced meal and indicate portion size for a young child and for an adult

C. Learner Outcomes (continued)

3. be able to introduce cultural and ethnic food preferences in meal planning

4. be able to substitute foods for children unable to eat certain foods to still provide for the child's nutrition needs

5. be able to tell several ways teachers influence young children's nutrition habits and attitudes

Time: 2-1/2 hours

WORKSHOP II

Preschool Teachers

This two and one-half hour workshop builds on information presented in Workshop I.

A. Introduction

Preschool teachers play an important role in the formation of nutrition habits and attitudes by the example they set, and through the presentation of learning activities that focus on nutrition concepts. In order to provide a wide variety of beneficial experiences related to nutrition, teachers need to be aware of the ways in which they are influencing young children and how this influence can become an integral part of the curriculum.

B. Goals

1. To enhance the learning about nutrition that takes place during meals and snacks.

2. To increase teachers' skills in planning well-balanced meals for preschool children that considers individual needs and preferences.

3. To increase the use of cultural, ethnic and religious food preferences in preparing meals and nutrition activities for children.

4. To increase teachers' interest in providing a variety of learning experiences focusing on nutrition.

5. To increase cooperation between classroom and food service in providing nutrition education for preschool children.

C. Learner Outcomes

The teacher will:

1. Be able to describe a variety of ways to make mealtime a positive learning experience.

2. Be able to plan well-balanced meals and snacks that introduce preschoolers to a wide variety of wholesome foods that include foods of various cultural and ethnic groups.

3. Be able to plan nutrition learning experiences that meet the needs and interests of children in their classrooms.

4. Be able to set expectations for both the children involved in a nutrition learning activity and those who are not.

5. Be able to describe ways to coordinate nutrition learning with food service personnel.

6. Be able to explain why nutrition education is important in preschool classrooms.

Time: 2 hours

WORKSHOP III

Secondary Teachers

This two-hour workshop builds on the information presented in Workshop I.

A. Introduction

The secondary student nutrition curriculum unit is designed to introduce students to nutrition principles and to apply those principles to activities with preschool children and themselves. In the first inservice the secondary teachers were presented with some of the same principles. In this inservice the teachers will have an opportunity to become familiar with what is included in the curriculum unit and to use one of the sections to make plans for managing their classrooms during the teaching of that section of the unit. The format for this inservice is based on the understanding that teachers are more likely to present new curriculum to their students when they have had experience with it and that students often benefit from the enthusiasm generated when teachers have an opportunity to work and learn together.

B. Goals

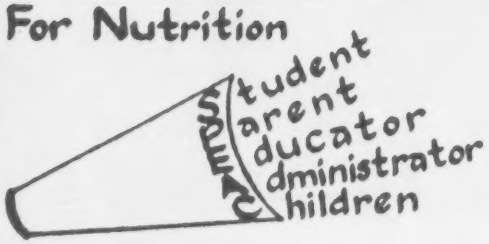
1. To acquaint teachers with the secondary nutrition curriculum.
2. To encourage classroom management planning before teaching the nutrition unit.

C. Learner Outcomes

Teachers will:

1. be able to plan the organization and management of the classroom for teaching the nutrition unit
2. have working familiarity with one section of the nutrition curriculum
3. have awareness of the content of the five sections in the nutrition curriculum

For Nutrition



A Cooperative Adventure in Preschool Nutrition Education

Minneapolis Public Schools
Special Education Service Center
254 Upton Avenue South
Minneapolis, Minnesota 55405
Telephone 612/348-5957

SPEAC Participants

MEETING NOTICE
Please Post and Record on Calendar

DATE: Thursday, December 13, 1979
TIME: 2:30 - 4:00
LOCATION: Special Education Service Center
254 Upton Ave. South (see enclosed map)
Room 10

MEETING PURPOSE:
1. To return SPEAC Curriculum notebook with field test comments.
2. To share field test experiences and how your center responded to the lessons.
3. To share revision suggestions with the SPEAC Project Staff.
4. To learn about and obtain committments for Jan. - March 1980.

YOU SHOULD BRING ALONG:
1. SPEAC Notebook and Comments
2. Materials you developed to "show and tell about" to others.

YOU WILL RECEIVE:
1. Jan. - March committments
2. Additional teaching materials to aids in lesson implementation
3. Inservice attendance verification
4. Attendance Stipend - a little "money" rewarded to Day Care personnel.

PLEASE CALL LAUREL at 348-5957 TO RESPOND FOR ATTENDANCE by DEC. 11th. at 3 p.m.

OUR GOAL IS FOR PERFECT ATTENDANCE AT THIS SHARING SESSION

Thank you for your most willing participation. You are a wonderful group of professionals to work with. See you on December 13th.

Laurel Hinze
SPEAC Project Coordinator

11/19/79
LLH/ns

SPEAC For Nutrition
Participant Workshop

December 13, 1979
2:30-4:00 P.M.

Meeting Agenda

2:30 Start up activities: Treats
- -As you sign in take 1 card with a lesson title and number. These are all lessons you have field tested in the past few months.
- -Locate 2 or 3 participants with the same lesson. If you teach in a Mpls. Public School Program meet as 1 group to share ideas on curriculum utilization.
- -Briefly discuss and complete the attached discussion sheet.

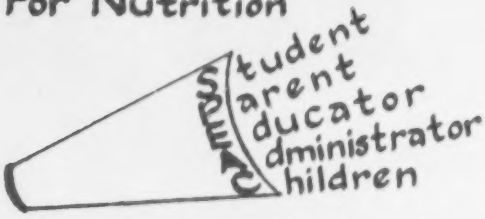
3:00 Group reporting and sharing

3:15 SPEAC Project Information Update
- -Participant data, evaluating responses
- -New responsiblities for Jan.-March
- -Parent inservice
- -Food Service inservice

3:30 Questions, comments, concerns

3:45 "Reporting and Recording"
- -Return notebooks
- -Complete invervice evaluation
- -Take 1 packet per center (look for your name)

For Nutrition



A Cooperative Adventure in
Preschool Nutrition Education

Minneapolis Public Schools
Special Education Service Cente
254 Upton Avenue South
Minneapolis, Minnesota 55405
Telephone 612/348-5957

MEETING NOTICE

TO: SPEAC FIELD TEST PARTICIPANTS
FROM: Laurel Hinze, Project Coordinator
RE: SPEAC Secondary Sites meeting

Date: Tuesday, Feb. 26, 1980
Time: 3:00 - 4:30 PM
Location: Special Ed. Service Center Conference Room 5

Meeting Purpose:

To discuss how each secondary site is implementing the SPEAC curriculum.

To share ideas on how to use the curriculum more in your secondary or special program.

To ask questions and offer suggestions for SPEAC curriculum revisions.

To learn more about the SPEAC secondary evaluation plan your site may be involved in. This evaluation is a project of Pat Copa and Joanne Parsons in coordination with the SPEAC Project Evaluator and the University of Minnesota. Pat and Joanne are graduate students at the U of Minn. College of Home Economics.

An attendance stipend is available for your participation in this meeting. Mark your calendar now for February 26, 1980!

Please respond by calling Laurel at 348-5957 by Feb. 15.

See you at the meeting. We can really use your experiences with the curriculum to contribute to the evaluation of the project and the revisions of the curriculum components.

Secondary SPEAC For Nutrition

Participant Meeting Agenda

Date: Feb. 26th.

Time: 3:00 - 4:30

Location: Special Ed. Service Center
Room #5

-Project Update: Final draft writing
Need final responses by April 1, 1980

-Site Participants report on SPEAC materials implemented and related activities

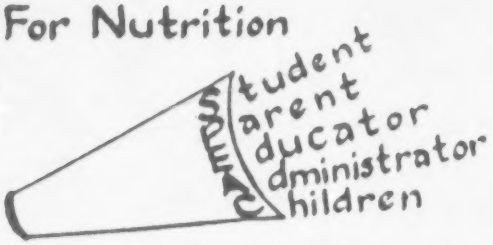
-Secondary Evaluation Plan Joanne Parsons
Pat Copa
Helen Henrie

-Expand usage of secondary materials: Who else would use or desire inservice

-Questions and concerns

-Procedures: Stipend form
Workshop evaluation form

For Nutrition



A Cooperative Adventure in
Preschool Nutrition Education

Minneapolis Public Schools
Health Services
254 Upton Avenue South
Minneapolis, Minnesota 55405
Telephone 612/348-5957

SPEAC Participants

MEETING NOTICE
Please Post and Record on Calendar

DATE: Wednesday, April 9, 1980

TIME: 2:30-4:00 P.M.

LOCATION: Special Education Service Center
254 Upton Ave. South
Room 10

MEETING PURPOSE:

1. To return SPEAC Curriculum notebook with field test comments.
2. To share field test experiences.
3. To share revisions suggested for final draft.
4. To learn about the present and final SPEAC evaluation tools and your involvement.
5. To learn about project update and how you will obtain final copies of the curriculum.

YOU SHOULD BRING ALONG:

1. SPEAC Notebook and comments
2. Materials you developed to "show and tell" others.

YOU WILL RECEIVE:

1. Inservice attendance verification
2. Attendance Stipend
3. "First Hand" information on curriculum revision to date

PLEASE CALL LAUREL at 348-5957 to RESPOND FOR ATTENDANCE by MARCH 28, 1980

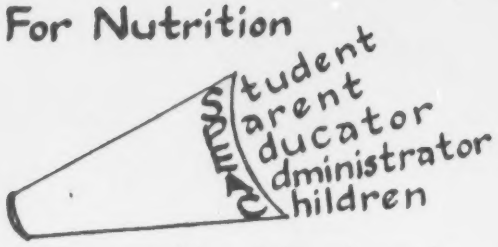
OUR GOAL ONCE AGAIN IS FOR PERFECT ATTENDANCE.

Thank you for your most willing participation. See you on March 28th.

Laurel Hinze
SPEAC Project Coordinator

2/29/80
LLH/ns

For Nutrition



A Cooperative Adventure in
Preschool Nutrition Education

Minneapolis Public Schools
Health Services
254 Upton Avenue South
Minneapolis, Minnesota 55405
Telephone 612/348-5957

Dear Field Test Participant

Thank you for participating in the field testing, evaluation and staff training of SPEAC For Nutrition. Your committment to this demonstration nutrition education project has been greatly appreciated.

The preschool years are a vital time for nutrition education. It has been our goal to develop a curriculum promoting nutrition education activities in the preschool sites, acquaintance with a variety of wholesome foods, and the health growth and development of the SPEAC program has developed this goal into a 5 component curriculum for Teen Students, Parents, Teachers, Food Service Personnel and Preschool Children. A feeling of accomplishment is beginning to hover overall. The curriculum, final reports and slide/tape presentation are in the final stages. Your center will receive a complimentary copy of the SPEAC For Nutrition Curriculum in late July. The final activity report and evaluation report will be available upon request. The centers participating in the development of the slide/tape presentation will be contacted for a short preview session.

Continued SPEAC activities and curriculum dissemination are being discussed. I invite you to contact me this fall for an update.

Thank you again for opening your center and promoting the implementation of the SPEAC program. We realize this was a time consuming committment. It is our hope that your involvement has furthered the nutrition education of your staff, children and parents. Your continued implementation of the SPEAC For Nutrition Curriculum will offer new and exciting learning experiences.

Sincerely,

Mrs. Laurel Hinze
Project Coordinator

LLH/ns

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APPENDIX F

Food Service Workshops

I. FIELD TEST PERIOD

SPECIAL SCHOOL DISTRICT NO. 1

PUBLIC SCHOOLS

AN EQUAL OPPORTUNITY EMPLOYER

MINNEAPOLIS AREA VOCATIONAL-TECHNICAL INSTITUTE
ADULT VOCATIONAL EDUCATION
1101 Third Avenue South
Minneapolis, Minnesota 55404
Telephone 612/348-4144

Office of the
ADMINISTRATOR

October 10, 1979

To: Food Service Workers in Child Care Centers

From: MAVTI - Adult Education

Re: SPEAC for Nutrition Workshops

A special workshop series has been designed for Food Service Workers in Child Care Centers and will begin Wednesday, October 24, 1979. The workshops are open to directors and teachers, also, but only food service workers will receive stipends. Tuition fees for the class will be paid by SPEAC for Nutrition Project Funds.

The following workshops will be offered:

October 24	Basic Nutrition Foundation for Food Servcie Personnel, Part I
October 31	Basic Nutrition Foundation for Food Service Personnel, Part II
November 7	Child Care Food Service Personnel and the Child Care Food Program: Meal Patterns and Regulations
November 14	Menu Planning for Child Care Centers
November 21	Sanitation and Safety in The Child Care Center Kitchen

All sessions will meet at 2:30 to 4:30 P.M. They will begin with a snack which will reflect the day's lesson. Classes will be given in the Consumer Education classroom at the Northwest National Bank Building, North American Office, 615 North 7th Street Minneapolis.

Classes may be taken as a part of the Child Care Training Program at Minneapolis AVTI. Each 10 hours equals 1 college credit at Metropolitan Community College. If you have questions regarding this, call 348-4147.

Please complete the following registration. For additional questions, call Laurel Hinze at 348-5957.

RETURN ON OR BEFORE OCTOBER 19, 1979

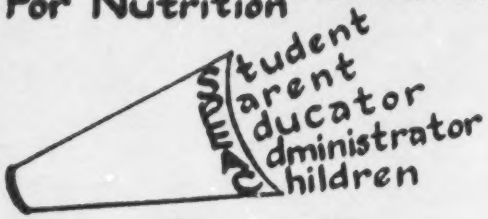
NAME_____

ADDRESS_____ZIP_____BUS.PHONE_____HO._____

Register me in the 10 hour workshop beginning Wednesday, October 24 to Wednesday, November 2

Send registration to: Laurel Hinze
Special Education Service Center
254 Upton Ave. So.
Minneapolis, MN 55405

For Nutrition



A Cooperative Adventure in Preschool Nutrition Education

Minneapolis Public Schools
Special Education Service Cente
254 Upton Avenue South
Minneapolis, Minnesota 55405
Telephone 612/348-5957

December 5, 1979

M E M O R A N D U M

TO: Food Service Workers in Child Care Centers

FROM: MAVTI - Adult Education

RE: SPEAC For Nutrition Workshops

The second workshop series designed for Food Service Workers in child care centers will begin Wednesday, January 30, 1980. Once again the workshops are open to directors and teachers, but only food service workers will receive stipends. Tuition Fees for the class will be paid by SPEAC For Nutrition Project Funds.

The following workshops will be offered:

January 30	Food Purchasing for Child Care Centers
Feburary 6	Sanitation and Safety Field Trip
Feburary 13	Food Preparation in the Child Care Center Kitchen
Feburary 20	Nutrition Activities Involving Food Service Personnel, Center Staff and Children
Feburary 27	Center Nutrition Activities and Reports

All sessions will meet at 2:00 to 4:00 P.M. Classes will be given at the Mpls. AVTI, 1101 Third Ave. So., Mpls. in room 111.

Classes may be taken as a part of the Child Care Training Program at Mpls. AVTI. Credit may be obtained if all 5 workshops are attended. Each 10 hours equals 1 college credit at Metropolitan Community College. If you have questions regarding this call 348-4147.

Please complete the following registration. For additional questions call Laurel Hinze at 348-5957.

RETURN ON OR BEFORE
JANUARY 25, 1980

NAME_____

ADDRESS_____

DAY CARE CENTER_____PHONE BUS_____HOME_____

Register me in the 10 hour workshop beginning Wednesday, Jan. 30th. to Wednesday Feb. 27th.
Send Registration to: Laurel Hinze
Special Ed. Service Center
254 Upton Ave. So.
Minneapolis, Mn. 55405

APPENDIX G

Parent Education Program Workshops

SAMPLE PARENT WORKSHOP

A Council on Quality Education Grant Recipient

Place: Agassiz School
Room 101
510 W. 38th. (38th. & Harriet)

Date: Wednesday March 5, 1980
Time: 6:45-8:30 1 1/2 hr. session
Audience: Parents of Agassiz Interact Project
CQE Project

Agenda

6:45 Warm up activity sheet: name tags & activity sheet

7:00 Introductory: Nutrition is the Food you eat & How the body uses it
1. Our experiences & reactions vary to food
Our children's experiences & reactions vary to food.
Factors influencing variability
a.) appetites vary
b.) growth spurts and lags occur
c.) effects of new foods
d.) general health
e.) likes and dislikes
Goals of our session: Examine a childs eye view of food
View a filmstrip with a discussion
Snack planning and preparation
A look at activities to do with children

7:05 Learning Experiences:
1. View filmstrip #Food to grow on : From Toddler to Twelve
Question: What are the foods a child needs to grow and develop?
2. Briefly discuss handouts (3,4,5,6,7)

7:30 3. Cardboard Snacks (snacks are an important way to help children get nutritious foods to meet minimum daily req.

7:45 4. Snack presentation - group divides and prepares for each other
Discuss Handout #10,11 and cookbook
Break to Snack
(watch time)
5. Plan 1 breakfast and 1 lunch in your group
(plans are to reproduce and send to you)
Share menus with class OR 5 snacks and share

8:00 6. What are some nutrition activities I can do?
Show 2 or 3 examples
Discussion questions to consider : child age
practical usage
how child uses
can child make alone

Handout #12

8:15 7. How is SPEAC For Nutrition a part of Nut. ed. for the preschool child and their caregivers: Activities - food & non-food
involvement of Parent/teacher/cook
awareness of new foods
provision of nutritious meals & snacks

Refer to brochure & newsletter

8:20 8. Parting remarks: Follow a nutritious food guide
Make meal & snack time pleasant & a time of learning.
Allow child to be part of the learning and decision making process.

Evaluation 9. Questions, Feedback/Evaluation Sheet

powderhorn parent program

FEBRUARY 1980

You are invited to participate in any of the program's activities if you are an expectant parent or a family with a child aged birth to five, and if you live within the Wilder School attendance area. Powderhorn Parent Program is one of 22 pilot programs in Early Childhood and Family Education located throughout Minnesota and operated with State monies. PPP is co-funded and coordinated by the Minnesota Council on Quality Education, Division of Vocational Technical Education.

laura ingalls wilder school 34th & chicago av. s. mpls., mn. 55407 e 127, tel 348-5373

VEGIES and VITAMINS

Meet together on two Thursdays, Feb. 21st and 28th for a special parent/child workshop on nutrition. Parents and children will make nutritious snacks and do other food related activities, then parents will meet to discuss:

- nutritional needs of children
- ways to encourage positive food habits
- more ideas for nutritious snacks - such as Bumps on a Log, "Apple Doughnuts" and Cheesy Wheats.

The workshop is from 1:00-2:45 p.m. on February 21st and 28th. Childcare is provided - call 348-5373 for reservations.

POWDERHORN PARENT PROJECT

Nutrition Education Workshop

Dates: Feb. 21st 1-2:45 P.M.
Feb. 28th. 1-2:45 P.M.

Audience: Parents
Children 6 wks-5 yrs.
8-10 participants
(adults)

Presentors: Sandy Heidman
Ann Sullivan
Laurel Hinze

Agenda

Feb. 21st.

1:00	Arrival and Introduction
1:15-1:45	Ann Sullivan 3 Activities with Parents & Child
1:45-2:45	Parent Discussion Group Follow SPEAC Parent Unit Workshop I

Feb. 28th.

1:00	Arrival and Introduction
1:15-2:30	Food Preparation Activities with Parent & Child
2:30-2:45	Parent Group Evaluation Form

Laurel Involvement:

5 min.-Discuss SPEAC Program
15min.-Nutrition Presentation
1. Filmstrip-Food To Grow on #2
2. Nut. content of curriculum
3. Questions:
   What are foods a child needs to grow and develop?
   As a parent why should you be concerned with what your child eats?
   Why is it important to build positive attitudes toward food and mealtime at an early age?
   How could we determine if a child is getting adequate nutrition?

Follow-up:

1. Bills will be submitted
2. Process evaluation

APPENDIX H

SPEAC For Nutrition Newsletter and Brochure

An Integrated Approach to the Child Nutrition Program

The Child Care Program that your child is attending will be using food-related activities as part of the nutrition education that has been developed by SPEAC.

Here are a few activities you may also use at home. These activities will help your child learn about good nutrition.

- Food Picture Collage
- Food ID mystery box: name & classify foods
- Prepare a snack
- Cook an egg: fried, hard boiled, poached
- Prepare pancake batter and see how it turns into a pancake
- Help your child use kitchen utensils
- Help your child select snacks and menu items
- Grocery shop as a family
- Visit a food processing plant, restaurant kitchen, or fast food operation

MPLS PUBLIC SCHOOLS/MPLS ADULT VOCATIONAL EDUCATION

SPEAC for Nutrition
Special Education Service Cntr. (HERC)
254 Upton Ave. South
Minneapolis, Minnesota 55405

SPEAC For Nutrition Brochure

Integrating SPEAC and the Child Care Food Program

Child Care Food Program

CHILD CARE FOOD PROGRAM

What is CCFP?

The Child Care Food Program is a federally funded program providing nutritious meals for children who are not in school.

Who Administers this Program?

The State Department of Education, Child Nutrition Section, administers the program in Minnesota

How Can Licensed Family Day Care Participate?

Family Day Care Providers must have a non-profit organization serve as a sponsor for them.

Child Care Centers participate in the Child Care Food Program following specific guidelines.

Can Provide for the Child...

- Good eating habits reinforced
- Good food
- Nutrients for strong bodies, good teeth, alert minds
- Nutrition education

the Parent...

- More choices of licensed care
- Assurance of nutritious food for their children
- Continuation of nutrition education in the home

Day Care Center or Home.

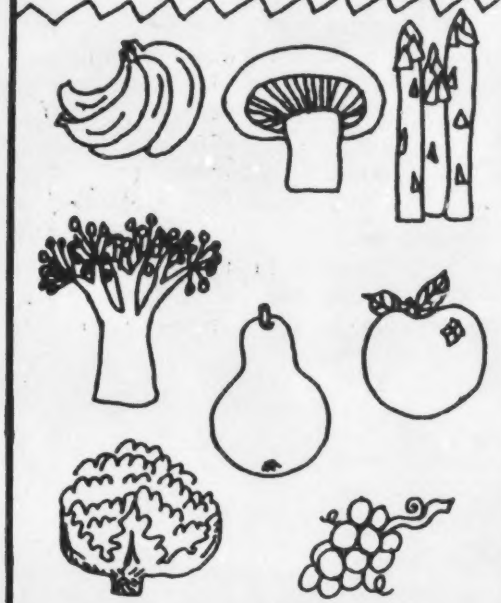
- Non-taxable income
- Increased earnings without rate increases
- Help to combat rising food cost
- Nutrition education

The State provides

Reimbursement for meals
Food service equipment assistance
Technical assistance
Nutrition consultation

a parent-child activity

Circle the fruits and place an X on the vegetables.



CCFP in cooperation with SPEAC for NUTRITION

mpls. public schools/mpls. adult voc. ed.

Minneapolis Board of Education
Marilyn A. Boros, Chairperson
W. Harry Davis Carol R. Lind John M. Mason
Philip A. Olson James W. Pommerenke Jane A. Starr
Superintendent of Schools
Raymond G. Arveson
Special School District No. 1
MINNEAPOLIS PUBLIC SCHOOLS
MINNEAPOLIS, MINNESOTA
An Equal Opportunity School District

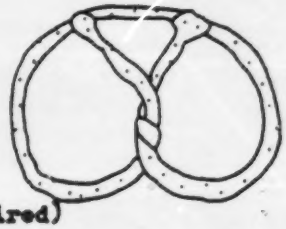
SPEAC for Nutrition

SPEAC for Nutrition is a cooperative preschool nutrition education program, working closely with the Minneapolis Public Schools, the Minnesota State Department of Education, the Greater Minneapolis Day Care Association, the Child Care Food Program, and Licensed Family Day Care. SPEAC for Nutrition focuses on incorporating nutrition education into all phases of current preschool programs.

The SPEAC for Nutrition program will:

- encourage young children to eat wholesome nutritious meals.
- encourage nutrition education on a preschool level.
- increase nutrition awareness on the part of parents, teachers and students.
- provide training in good nutrition for Child Care Providers and Food Service personnel.

SOFT PRETZELS

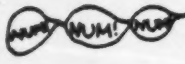


INGREDIENTS	WEIGHT OR MEASURE
	12 Pretzels
	3 oz. pretzels
flour, enriched	4-4½ cups
Yeast, active dry	1 package (¼ oz.)
Salt	1 teaspoon
Water (120°-130° F)	1 1/3 cups
Oil	3 tablespoons
Honey	1 tablespoon
Salt, coarse (If desired)	1 tablespoon

METHOD

1. Stir together yeast, salt and the flour.
2. Add liquid ingredients and beat about 3-4 minutes.
3. Add enough additional flour to make a soft, yet manageable dough.
4. Knead 3-4 minutes until smooth.
5. Divide dough into equal portions and roll each section into a 15" rope. Roll in coarse salt and shape into a pretzel.
6. Place on greased baking sheet and bake in 425° F. oven 20 minutes or until lightly browned.

Tips



A good way to have children eat most foods is for them to see you eat and enjoy them.

Make meal time a pleasant time for visiting as well as eating.

Children like foods that are "easy to chew".

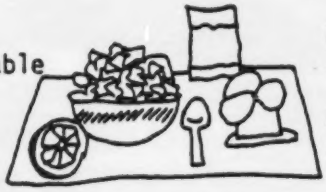
Don't force children to try new foods or to eat more than they want.

Offer new foods when your children are not cross or tired.

Allow enough time for the slowest eater. Rushing children makes them frustrated. ½ hour

Meal Patterns

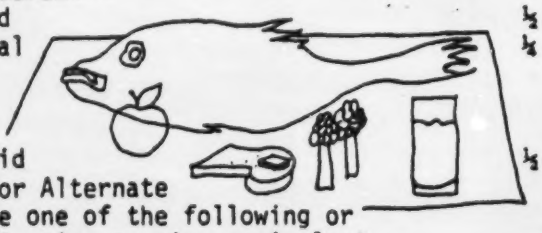
The CHILD CARE FOOD PROGRAM requires specific quantities of foods from the Basic Four Food Groups to be given children every day. The nutritional needs of the child are determined by the USDA (U. S. Department of Agriculture) and are set according to age. The following meal patterns are to be used as a guide in a preschool program:



BREAKFAST	1-3 YEARS	3-6 YEARS
Milk, fluid	½ cup	3/4 cup-6 oz.
Juice*, Fruit or Vegetable	½ cup	½ cup
Cereal and/or Bread**		
Cereal	¼ cup	1/3 cup
Bread	½ slice	½ slice

SUPPLEMENT (SNACK)

Milk, Fluid, or Juice* or Fruit or Vegetable	½ cup	½ cup
Bread or Cereal**		
Bread	½ slice	½ slice
Cereal	¼ cup	1/3 cup



LUNCH

Milk, Fluid	½ cup	3/4 cup	
Meat and/or Alternate			
Serve one of the following or combination to give equivalent quantities:			
Meat, Poultry, or Fish (cooked lean meat without bone)	1 oz.	1½ oz.	
Cheese	1 oz.	1½ oz.	
Egg	1	1	
Cooked Dry Beans & Peas	¼ cup	3/8 cup	(dry peas)
Peanut Butter	2 tbsp.	3 tbsp.	
Vegetables and/or Fruit (2 different kinds to total)	½ cup	½ cup	
Bread**	½ slice	½ slice	

* Use only 100% full strength fruit juice

** Made from whole grain or enriched flour or meal or equivalent bread products

ood Activities for Preschoolers

Have children help plan meals and prepare food.

What am I? Pin pictures of food on the the back of a child. S/he asks questions that can be answered yes or no until s/he identifies the picture.

Foods change depending on how they are treated. Ask questions about what happens to the egg when added to a cake; popcorn is heated; fruit juice is put into freezer.

Have children close their eyes and then taste a fruit or vegetable. Ask questions such as: How are they alike or different in taste? How does it taste? Sour, sweet, Bitter, tart?

Featured Article

APPENDIX I

Program Results: Implications
Conclusions
Recommendations

SAMPLE MATERIAL REQUEST

The University of Connecticut

U-56F, Bishop Center
STORRS, CONNECTICUT 06268
TITLE XX COORDINATING OFFICE

May 7, 1980

SPEAC for NUTRITION
Health Services
Special Education Service Center
254 Upton Avenue S
Minneapolis, MN 55404

Att: Laurel Hinze

Dear Ms. Hinze;

I have been told by Karen West of the Child Care Resources publication that your organization had done some exemplary work in nutrition education. The University of Connecticut has been involved with the Connecticut State Department of Education and the Connecticut State Day Care Program for several years on upgrading nutrition education for day care centers and family day care homes. We are considering future expansion of our mutual efforts in this area to provide both better foods for children in day care and more understanding of nutritive foods by these same children.

Therefore, we would like to know about the types of nutriton education programs which you have developed, both for day care centers and family day care homes. We would greatly appreciate it if you could share descriptions of programs (goals, objectives, activities, staffing, curriculum materials) and program evaluation data, including data collection instruments and procedures, which you have available. Any information which you have on integrating family day care homes and day care centers to deliver more effective nutrition education would also be appreciated. One other concern is the extent to which you have developed integrated community based services such as community health programs or Cooperative Extension programs, in nutrition education.

I realize this is a large request, and only ask you to respond as you are able. Before we develop further nutrition education programs in Connecticut, we want to draw on your experience for guidance and assistance. Thank you for your help.

Sincerely,

David Porteous, Coordinator
Title XX Coordinating Office

afm

SAMPLE RESPONSES TO SPEAC FOR NUTRITION WORKSHOPS WITHIN MINNESOTA

INDEPENDENT SCHOOL DISTRICT 709
LAKE AVENUE AND SECOND STREET, DULUTH, MINNESOTA 55802

PHONE 218/722-4731

April 1, 1980

Laurel Hinze
SPEAC for Nutrition
Special Education Service Center
254 Upton Ave. South
Minneapolis, MN. 55405

Dear Laurel,

Many thanks for your presentations at the Nutrition Workshop held here on March 21st. The material given and the activities planned proved to be most meaningful. We have heard many good reports of the workshop.

Good luck as you carry on in behalf of good nutrition!

Sincerely,

Eldora Recksiedler

Eldora Recksiedler, Coordinator
Early Childhood Programs

cw

— an equal opportunity employer —

OLMSTED COUNTY COUNCIL FOR COORDINATED CHILD CA

March 25, 1980

Laurel Lee Hinze
Project Coordinator
S.P.E.A.C. For Nutrition
S.E.S.C.
254 Upton Avenue South
Minneapolis, MN. 55405

Dear Laurel,

Thank you very much for your S.P.E.A.C. for Nutrition presentation to our nursery school teachers, parents, and child care providers in Southeast Minnesota. We were very impressed with all of the preparation you had obviously done in planning for the workshop. The snacks were delicious---I especially enjoyed the banana-yogurt-granola treat!

Thank you, too, for the folders and information inside for each workshop participant. I think that everyone appreciated receiving this additional information.

I look forward to the completion of your curriculum, and would very much like to have you return for another presentation regarding preschool nutrition curriculum, if at all possible.

Keep up the quality work, Laurel! Your focus and effort in preschool nutrition is greatly appreciated and needed.

Sincerely,

Judy

Judy Lindman
Family Day Care Program Coordinator

c: Carolyn Brown

Laurel—
I just received your letter + evaluation summary + class list in the mail. Thanks so much!

115

1312 N.W. 7th Street — Suite H Rochester, Minnesota 55901 507/288-9388

1980 ABSTRACT FORM — Society for Nutrition Education

Your abstract, if accepted, will be reproduced directly from the copy you prepare in the block below. For good results, you will need to follow these instructions.

1 Use an elite type (12 spaces per inch) on an electric typewriter with new black ribbon.

2 Correct typing errors with opaque liquid, and use this substance to cover smudges as well.

3 Type all copy single spaced, staying within the border printed.

4 Begin with the title in all capital letters followed by a comma. For an audiovisual presentation, include date of production.

5 Continue with name(s) and address(es) of authors or sponsors. Place an asterisk (*) before name(s) of SNE member(s). Underline the name of the person making the presentation.

6 For audiovisual presentations, and for others as applicable, list the source or production credit, format and length, cost and availability.

7 A period should note the end of the information listing. Begin the presentation description by indenting three spaces. Type this material as a solid paragraph using complete sentences and standard punctuation.

8 Mail this entire form, with two copies, unfolded and protected by cardboard, to: Abstracts, Society for Nutrition Education, 2140 Shattuck Avenue, Suite 1110, Berkeley, CA 94704. (Extra forms are available at the same address.)

9 Abstracts must be postmarked no later than March 24, 1980.

Thirteenth Annual Meeting
Montreal, July 6–9, 1980

Agreement

Check one of the three boxes below.
The preferred form of presentation for the abstract is

- [X] ORAL SESSION
  (10 minutes for delivery; 5 minutes for discussion)
- [ ] POSTER SESSION
  (Material to fit 4' × 8' tack board; presenter to be available for questions during a designated period)
- [ ] AUDIOVISUAL SESSION
  (10 minutes for presentation of edited version of material; 5 minutes for discussion)

Check one of the seven boxes below.
It was developed for use in an academic setting:

- [X] PRESCHOOL component emphasis
- [ ] SCHOOL AGE
- [ ] UNDERGRADUATE & GRADUATE
- [X] OTHER: INSERVICE, WORKSHOPS

in an extracurricular setting:

- [ ] MASS MEDIA
- [ ] CLINICAL
- [X] COMMUNITY: FAMILY, DAY CARE

Language of presentation:

- [ ] FRENCH
- [X] ENGLISH

I have read and agree to abide by the rules governing submissions and have followed the procedures for abstract preparation.

December 13, 1979
Date

SNE Member Signature

Laurel Lee Hinze
Please Print SNE Member Name

Special Education Service Center
Please Print Mailing Address

254 Upton Av. So.

Minneapolis, MN. 55405

Abstract Form

SPEAC FOR NUTRITION: WHO IS RESPONSIBLE FOR THE NUTRITIONAL AWARENESS AND DEVELOPMENT OF AMERICA'S YOUNG CHILDREN?, Laurel L. Hinze*, Project Coordinator, Special Education Service Center, 254 Upton Av. S. Mpls., Mn. 55405

SPEAC For Nutrition is a cooperative preschool nutrition education model for students, parents, educators, administrators and young children. SPEAC is a USDA, FNS Demonstration Grant received by the Minn. State Dept. of Ed. Child Nutrition Section for development and field testing thru Mpls. Public Schools. A nutrition education curriculum consisting of 5 components was designed especially for preschool children, their families and community educators. The 5 curriculum components developed, and evaluated are: Preschool, Secondary Students in Child Care and Nutrition, Teacher Inservice, Parent Workshops. Food Service Workshops for Day Care Cooks. The curriculum development, testing and evaluation results of the field test population provides information on the project effectiveness. Increasing nutrition awareness on the part of the parents, educators and students is a goal of the SPEAC Curriculum. Emphasis is placed on the need for nutrition education in the day care community; the integration of the 5 curriculum components into existing early childhood and nutrition preschool programs and child care staff training.

Sample Heading and Beginning of Abstract

THE IMPACT OF URBANIZATION ON FOOD HABITS IN PUERTO RICO, Susan Black, Graduate Student, and Diva Sanjur,* Assoc. Prof., Division of Nutritional Sciences, Cornell University, Ithaca NY 14853.

Special nutritional problems face low-income

RESPONSE TO PRESENT AT THE INTERNATIONAL SNE CONFERENCE

Society for Nutrition Education

2140 Shattuck Avenue, Suite 1110
Berkeley, CA 94704 — Phone: (415) 548-1363

May 6, 1980

Laurel Lee Hinze
Special Education Service Center
254 Upton Ave. South
Minneapolis, MN 55405

Dear Laurel Lee Hinze,

The Society for Nutrition Education is pleased to inform you that your abstract, "SPEAC For Nutrition...",

submitted for presentation at the 13th Annual Meeting, has been peer-reviewed by a panel of five and has been accepted.

Your presentation is scheduled for 9:15 AM, July 8.

Please fill out the attached Audio-Visual Equipment form and return it to the Society for Nutrition Education, 2140 Shattuck Avenue, Suite 1110, Berkeley, CA 94704 by May 30, 1980.

(AV presentations only)

The Society will provide standard audio-visual equipment free of charge: slide projector; tape recorder; 16 mm film projector; video tape playback for audio-video presentation only. If you require specialized equipment, the Society can arrange for its provision, but you will be charged the equipment rental fee. If you are presenting at the poster session instructions for this presentation are enclosed.

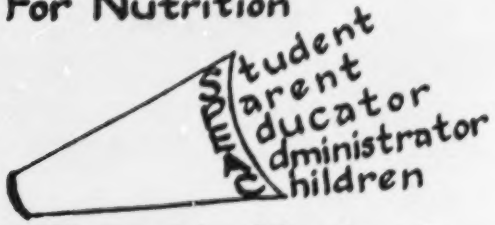
The Society thanks you for your interest in nutrition education programs. If you have additional questions regarding your participation in the Annual Meeting, please contact the Society office.

Sincerely,

Mary Jo Feeney
Assistant Director

MJF:nr
enc.

For Nutrition



A Cooperative Adventure in
Preschool Nutrition Education

Minneapolis Public Schools
Health Services
254 Upton Avenue South
Minneapolis, Minnesota 55405
Telephone 612/348-5957
June 23, 1980

REQUEST FOR MAEYC PRESENTATION

Request for presenting at the 1981 Midwest Assosciation For The Education of Young Children: April 23-26, 1981

a. Names of presenters submitting request:
Laurel Lee Hinze
SPEAC For Nutrition
Project Coordinator

b. Presenters information:
Laurel Lee Hinze
Project Coordinator
SPEAC For Nutrition
Special Education Service Center
254 Upton Ave. S.
Minneapolis, MN. 55405
612-348-5957

Professional certified background:
Home Economics Educator
Occupational Child Development
Parent-Family Life Educator
Early Childhood Educator

c. Title of proposed presentation:
SPEAC For Nutrition: Who is responsible for the food consumption pattern and nutrition of America's preschool children?

d. Purposes of proposed presentation:
SPEAC For Nutrition is a cooperative preschool nutrition education program for Students, Parents, Educators, Administrators and Young Children.

The primary purpose of presenting SPEAC For Nutrition is for parents, edcuators, and administrators to explore a new nutrition education curriculum designed especially for preschool children, their families and community educators. SPEAC For Nutrition was developed thru a United States Department of Agriculture Food and Nutrition Division Grant received by the Minnesota State Dept. of Education Child Nutrition Section. It was developed and field tested thru Minneapolis Public Schools in Minneapolis, Minnesota.

The secondary purpose of presenting SPEAC For Nutrition is for the conferee to examine the knowledge and attitude effects of nutrition education in the preschool child and their parents when exposed to nutrition information and experiences.

By attendance at the SPEAC For Nutrition presentation the Conferee will:

-Become aware of a preschool nutrition education resource and methods of implementation into a variety of curriculum.

-Be presented with the question of who is responsible for assisting the young child in establishing eating habits that are nutritionally sound thus giving them a basis for lifelong healthful eating patterns? This guidance will assist the child in optimum development during these early stages.

-Become aware of nutritional values and attitudes that influence the young child's food habits.

-Examine the need for providing nutrition and meaningful nutrition education experiences for America's preschool and day care population.

-Participate in lesson planning and hands on experiences with the SPEAC curriculum materials.

Audience:

Early childhood educators and administrators
Parent educators
Parents of Young Children
Nutritionists - Nutrition Education Trainers
Child Care Food Program Specialists
Secondary and Adult Educators in the Child Care and Nutrition Field

e. Summary of content and format for proposed presentation:

Format: 1 1/2 hour workshop allowing participation in nutrition activities, group discussion, and a slide/tape presentation explaining the curriculum.

Emphasis will be on the following issues:

-The need for nutrition education in the day care community
-The integration of the 5 curriculum components into existing early childhood and nutrition preschool programs
-SPEAC as a teaching tool for preschool programs on the Child Care Food Program

Proposed presentation format:

I. Introductory Activity: Who are we and how are we involved with young Children? A general assessment of the audience thru dialogue.

II. Presentation of What is SPEAC For Nutrition: Project development and how our participants benefitted. A slide presentation will aide in this presentation.

III. How you can implement components of SPEAC into your existing curriculum: Activities in small groups based on the SPEAC curriculum. These activities will most likely be learning stations to experience

an activity that is of most interest to the conferees expertise and present teaching assignment.

IV. Open for questions from Audience on SPEAC Curriculum
V. Display of SPEAC Curriculum materials

This presentation will include slides, content handouts and information on how to obtain the SPEAC For Nutrition Curriculum Components.

The content of the SPEAC For Nutrition presentation will be based on the development, testing and effectiveness of the SPEAC Curriculum. The 5 curriculum components available are:
Preschool
Secondary Students in Child Care and Nutrition
Teacher Inservice
Parent Workshops
Food Service Workshops for Day Care Cooks

The curriculum is supportive of the White House Conference goals on Nutrition Education and the Food and Nutrition Division goals of the USDA.

The information and materials presented in the program will:
-encourage young children to establish nutritious eating patterns
-encourage nutrition education on a preschool level
-increase nutrition awareness on the part of parents, educators and students
-provide training in nutrition for child care providers and food service personnel

f. Audiovisual Equipment Requirements:
slide projector (to accomodate a Kodak Carousal). Prefer an automatic combination machine.
tape cassette recorder

g. Length of workshop time reqired:
1 1/2 hour session

LLH/ns

HOME ECONOMICS

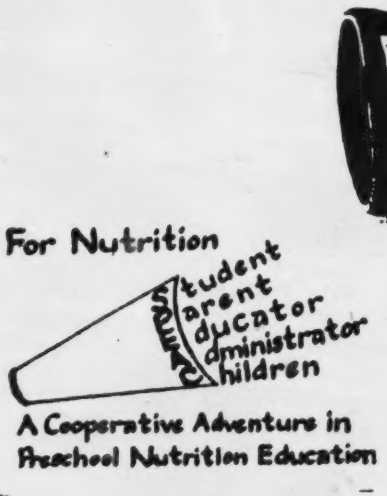
NEWSLETTER

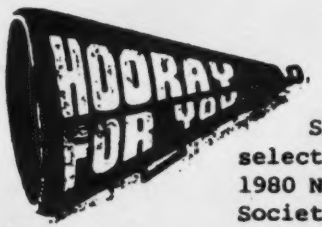
Volume II, Number 3 June 1980

A publication of the Home Economics Office
Minneapolis Public Schools

112

121





SPEAC For Nutrition has been selected to be presented at the 1980 National Conference of the Society of Nutrition Education. SPEAC (Students, Parents, Educators and Children) has developed, tested, and printed a cooperative preschool nutrition education curriculum which will be on display at this conference.

The conference is scheduled from July 6-9 in Montreal, Canada. Laurel Hinze, Project Coordinator and Carolyn Brown, Child Nutrition Specialist, will be the presenters.

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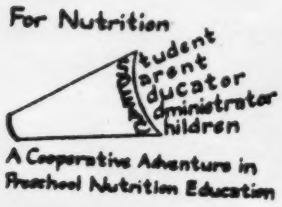
School Health BRIEFINGS

A newsletter produced by Health Services, Minneapolis Public Schools

Vol. 2 No. 1 March, 1980

A newsletter produced by Health Education and Health Services

Vol. 2 No. 2 Minneapolis Public Schools June, 1980



SPEAC for Nutrition project nears completion

SPEAC FOR Nutrition, a cooperative pre-school nutrition education project, is nearing completion. Field testing, curriculum revisions, and evaluation techniques have been in operation since October, 1979. Final reporting, curriculum dissemination and statewide inservices are current activities of the project. Numerous staff and parent/child workshops were held in Parent Education programs at five Minneapolis Public School sites. Ten state-wide inservices have been presented to promote the SPEAC for Nutrition program and curriculum materials. A slide/tape presentation is being produced to explain the project goals, objectives, audience usage and evaluation results. This presentation is a dissemination tool to be used at workshops promoting the SPEAC curriculum materials. The SPEAC for Nutrition Curriculum, annotated bibliography and slide/tape presentation will be available July 1, 1980. Contact Laurel Hinze at 348-5957 for further information.

SPEAC For Nutrition Curriculum To Be Available Soon

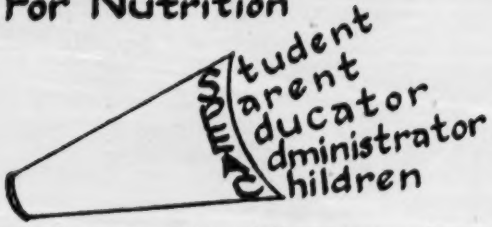
Currently SPEAC for Nutrition is being field tested in 17 Minneapolis day care centers and eight Minneapolis Public School programs. Preschool children, adolescents, parents and food service personnel are being impacted through the five curriculum components. This fall three participant inservices were conducted to assist in curriculum implementation and provide project information. Curriculum and participant evaluation is an ongoing emphasis during the project term. Ten Food Service Workshops for day care cooks are presently being offered for Minneapolis AVTI certification and Metro College Credit.

SPEAC for Nutrition is a cooperative preschool nutrition education program developed through a United States Department of Agriculture Food and Nutrition Division Grant. For curriculum information or SPEAC for Nutrition project presentation, contact Laurel Hinze, project coordinator, at 348-5957. The SPEAC curriculum will be available through inservices after March 31, 1980.

SPEAC Director will be conference presenter

Laurel Hinze, Director of SPEAC, has been selected to speak about her preschool nutrition project for the National Society of Nutrition Education Conference in Montreal, Canada, in July.

For Nutrition



A Cooperative Adventure in
Preschool Nutrition Education

Minneapolis Public Schools
Health Services
254 Upton Avenue South
Minneapolis, Minnesota 55405
Telephone 612/348-5957
June 23, 1980

M E M O R A N D U M

TO: Dr. Bonnie Wilson TenPas

FROM: Laurel L. Hinze, Project Coordinator

RE: Entry to the U.S. Bibliography of Vocational Home Economics Curricula, K-Adult

Attached is an entry for the bibliography you are presently compiling. The curriculum will be available as of Aug. 1, 1980. Complete costs are unavailable at this time but estimate prices have been stated for your reference. I believe this bibliography will be an asset to the field of Vocational Home Economics. Please include me in the mailing list for receiving a copy of the final bibliography.

LLH/ns

Bibliography of Vocational Home Economics
Curricula - K-Adult Entry

TITLE: SPEAC FOR NUTRITION

LEARNER: Secondary/Post Secondary Child

LEVEL: Development and Nutrition Education Book II

AUTHOR: Funded by USDA, Food and Nutrition Service
Grant # USDA - FNS - 59-3198-8-28
Project Coordinator: Laurel L. Hinze
Writers: Numerous

ADDRESS: SPEAC For Nutrition
Minneapolis Public Schools
Special Education Service Center
254 Upton Ave. S.
Minneapolis, MN. 55405

DATE: August 1980

PRICE: Approximately $8.00

DESCRIPTION: SPEAC For Nutrition is a curriculum designed to integrate nutrition education of the preschool child into an existing child development program. The presence of a lab school or on site work experience for the teens enhances the versatility of the materials. The teens learn the importance and maintenance of their nutritional health as they implement the activities with the children. The curriculum is composed of a Secondary/Post Secondary Unit, Teacher Resource and Workshop Training Unit and Preschool activity curriculum.

LLH/ns